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PROGRESS REPORT TO SIDA
JUNE TO DECEMBER 1992
centrated around
1. The work of the department during this period con
initiating ways and means of taking the poiicy development forward.
tinued intervention in the educational crisis
. a con
r regional organisational structures and capacity
I? developing ou
03' maintaining the external educational programmes
I? ongoing regular educational activities of the education
department.
n Department has initiated a process for the
May 1992, the Educatio
development of the education policy framework adopted at the
Conference. The main objective of the process is to operationaiise the
o a draft
broad framework into detailed policy that can feed int
Education Act.

pted at the conference focuses on three areas; first
The framework ado
the provision of education; second, the governance of the education
third, the structure of the
system, i.e. administration and control;
en the different levels and
education system, i.e. the relationship betwe
types of education.
The operationalising of the framework revolves around two inter-
. related processes:
e Centre for
i) the establishment of a policy development unit - th
Education Policy DeveIopment (CEPD);
ii) the establishment of sectoral policy committees.
3. The Centre for Education Policy Development (CEPD) win be
. responsible for ensuring effective policy research and analysis for the
policy working groups. In addition, it wiil link the various sectoral
aI education framework through structure and
areas into a nation
Education Policy Support Initiativel The
finance. Isee Appendix 1 -
within the ANC
need for this dual approach to poncy development
5 we are committed to
arises out of the policy devetoment proces
implementing. The first involves the active participation in policy
Page 2

%
development of our various constituencies. This will occur primarily
through workshops, seminars, publications, etc. The development oi
a wider process of public policy dialogue is essential.
Towards this end, the Education Department commissions a
documentary on the education situation in South Africa. The aim of
this production was to facilitate debate and discussion on both the
education crisis and solutions to the crisis. Entitled, "Education - a
basic human right", - the video also conveys, in broad outline the
ANC's educational policy. It is planned to distribute this video over a
wide reach, including educational institutions, schools, educational
organisations, etc. The second aspect is the working of the sectoral
policy committees (the working groups).
The focus of the CEPD - based on the three areas identified above, will
be inter-sectoral and cut across the different levels and types of
education - both formal and non-formal. The sectoral policy
committees will focus on developing sector specific policies. The
following sectoral policy committees have been identified:
6' Early Childhood Educare
v? Adult Basic Education

G' Post-secondary Education
05' Curriculum
a? Language
9? Gender
6' Educational Technology
03' Special Education
The role of the policy committees is to identify the key issues (taking
the National Education Policy Initiative Reports as their starting point),
process in each
define a brief and oversee the policy development
and pohtical vision
sector within the context of the social, economic
of the ANC. The policy committees are aiso expected to deveTop a
tion structures of the
consultative process involving the regional educa
ANC and the broad democratic movement.
The committees consist of between 5-10 members selected on the
basis of their involvement in each sector either as practitioners and/or
9 made to ensure a baTance
researchers. Attempts are also bein
between race, gender and regional representation.
To date, four committees - namely, early childhood educare, post-

h, adult basic education is to be established within the next
and a fift
few weeks. The remaining three committees, namely, gender,
educational technoiogy and special education will be established in the
new year.
key issues and defining a research brief. These are in draft form and
outlined below. The briefs are to be finalised by the end of the year.
Early Childhood Educare
The committee has identified the following issues:
i) aims and objectives
ii) governance
iii) finance
. iv) teacher training
v) curriculum and language policy
vi) role of State, private sector, NGOs and the community in
provision
Adult Basic Eduction

Although a committee ha
foilowing issues hav
ii)
iii)
iv)
vi)
s not yet been formally established, the
e been highlighted by those involved in the field:
development of national standards and a core curriculum -
this needs to be problematised in terms of the differential
conditions and uneven development between different
sectors of society
curriculum - specifically, what constitutes a good basic
education and how can the needs of women and rural
dwellers be accommodated, and language policy
linkages between training and the formal education system
role of youth i.e. school drop outs, etc. - should they be
included within the ABE system?
teacher training, including payment and career
opportunities
certification

vii) governance
viii) role of State, empioyers and NGOs in provision.
Post-secondary Education
The committee has identified the following issues:
i) development of national system - implications for regional
rationalisation, institutional form, person power planning, etc.
ii) access and equity versus development - re: social, cultural and
economic needs
iii) differentiation between standards and levels - implications for
. quality
iv) transformation of curriculum
v) governance

financing - development of new subsidy formula; student loans,
vi)
graduate taxes, etc.

Curriculum

The committee has identified two broad areas and sub-themes within
each;

i) curricuium framework
a) structure as it relates to pre-primary, junior primary, senior
primary, junior secondary, senior secondary
b) core content for development of general skills
c) assessment and evaluation strategies
d) language development and policy
ii) syllabus development
a) identification of content areas requiring change
b) teacher training and development
c) materials development

Language
The committee has identified the following issues:
i) identification of the socio-iinguistic composition of communities
ii) development of language teaching across the curriculum -
implications for teacher training
iii) medium of instruction - development of indigenous languages
and use of bilingual texts
iv) materials development
The broad fronted education alliance (National Education Conference)
that was set up in March 1992, continues to intervene in the
educational crisis. The political hiatus that has existed for some part
of the year clearly constrained the possibilities of this initiative.
However, in August the NEC announced its intention to call for the
establishment of a National Education Forum. It also notified
government of this intention. In October, the NEC met with the
Minister of National Education to put forward this proposition, on the
basis that there was need for urgent national intervention in the

educational crisis, given the continued destabilisation of the educational situation, through the unilateral restructuring being undertaken by government. Currently, government is discussing this proposal with the various department's of education and a second meeting between government and the NEC is planned for November. This meeting will work out a proposal and agenda for submission to the State President. (see Appendix 2 - Proposal for the Establishment of a National Education Forum).

The development of our regional education structures and capacity is essential if we are going to realise effective communication, consultation and participation of our constituency. The strength of our regional/local educational structures will directly impact on our capacity to effectively promote a democratic and active public policy dialogue. The process, has been a very uneven one, reflecting to a large extent some of our wider organisational constraints. To facilitate communication with the regions, the department has initiated a newsletter that reaches all our regions and other structures. lsee Appendix 3: Newsletterl It is too early to assess the impact, but we hope that its regular appearance will facilitate communication. This is an ongoing organisational developmental responsibility and no quick, short term solutions are available. Organisational development is a

slow, difficult and challenging task that is partly faciIitated by access to resources, but ultimately is dependent on organisational effectiveness and efficiency. To date, we have four reasonably working .regional educational structures; two that are actively attempting to rebuild; four that are initiating steps to regroup, having partially worked out during some part of this year, and four regions where considerable work is needed.

To facilitate this task, we have worked with other regional educational organisations to provide support and training to our regional educational structures. In addition, we are about to appoint educational organisers to provide on the ground support, particularly to those areas that are experiencing considerable difficulties.

A group of young people who left the country between 1989 and 90 and landed in Lusaka and Gaborone and hope to be provided with study opportunities in countries like Kenya etc., according to promises that had been made, returned early this year. The Department felt obliged to help them find study opportunities within the country. Many of these young people had dropped out at several stages along the formal schooling route, ranging from Standard Seven to Ten and had therefore not completed their formal education. Through a

donation that was made available by the Swedish Teachers' Union amounting to R58 000 arrangements were made for some of them to register with the Turret Correspondence College, for Standards 9 and 10. Only 56 of them are enroled to date and they will be writing the Joint Matriculation Examination in November 92 and the BET Matric Exam in June 93. Part of the problem about this is that this was a once-off offer so that even through this amount could not fully cover the costs of enrolment and payment of tutors' fees we could not go back to the Swedish Teachers' Union about such short-falls. As it was the enrolment had therefore to be limited to ensure that all the costs can be covered within the R58 000. Even so there is still money owed to Turret tutors which we hope to make good through some other fund-raising effort.

The other matter is that because Sached as a whole are involved in a restructuring programme, and this impacts on Turret Correspondence College's future as such, the lifespan of the project has had to be limited to the 56 students who have enroled with Turret and to ensure that they are seen through the examination in November 92 and June 93.

UGANDA

UNEPTSA, one of the United Nations' agencies, made an undertaking at the beginning of this year to finance ANC students enroled in a South African University.

Twelve students based in Uganda were duly enroled with the University of South Africa early this year for under-graduate programmes ranging from Law to Commerce.

Of the original number, only one is to sit for an examination with UNISA in Nairobi in November 1992, and the other eleven students have been discontinued because in the majority of cases they have not been able to produce certificates of exemption that would enable them to be registered with UNISA or (which was more common) the amount of R12 000 initially provided was not enough to cover the cost of tuition for all twelve for the whole year. The enrolment was made possible in the first instance through the use of an amount of R12 000 from the SIDA Education allocation. This was done on the understanding that the money would be reimbursed by UNEPTSA.

When we were unable to contact UNEPTSA, and could not use more money from the SIDA allocation, we allowed the registration to lapse.

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UNEPTSA has since been contacted and have again given a commitment to provide financial support as well as refund the amount initially paid to UNISA, provided they can be supplied with a comprehensive Iist of the original twelve students registered in 1992. This is being arranged and we hope that these students can be enroled in the 1993 academic year, including the one who has sat the UNISA exam in Nairobi.

ZIMBABWE

Again the matter of the 81 in Harare about whom so much reference has been made in previous reports, still hangs in the balance. The financial support for these students who are enroled in short courses in Harare was initially recorded in 1991/92 allocation and an amount of R360 000 was put aside for Zimbabwe and Tanzania. In between then and now many arrangements were made to have the money transferred to Harare to enable these students to continue with, and complete their studies.

Lately, a contract has been drawn up with the Norwegian People's Aid (NPA) which makes the provision that NPA shall be the implementing agency. After a lot of "to"ing and "fro"ing the money has still not

been transferred to the NPA account and a number of these students, (their number now reduced to seventy, because some have been repatriated), have had their study programmes discontinued in Harare. The ongoing, regular activities of the department are various and require a great deal of time and effort. They include:

G ensuring effective relationship with the educational organisations, institutions and other sectors e.g. the labour movement. This would also cover meetings with student, teacher and other organised formations.

G- making presentation to conferences, seminars, workshops, etc, both nationally and internationally.

w preparing briefing documents on particular topical educational developments e.g. Model C schools, unilateral restructuring, mother tongue instruction, etc.

I? developing effective sectoral relationships, especially with the education and development NGOs. This would include, literacy

organisations, adult basic education organisations, early
childhood and pre-school sectors, etc.
specific initiatives that arise out of the current educational
situation. The present instability and breakdown that prevails in
many black universities has been a major area of concern.
Meetings with the heads of these institutions has reinforced the
need for a "summit" that would involve the university
administration, student organisations and staff.
9. In addition to discharging these regular and on-going departmental
responsibilities, the department will focus on the following objectives
for 1993.
ll enhancing and developing our regional structures and capacity
. t strengthening the policy development process and outcomes
through a vigorous and active public policy dialogue
t facilitating the launching of a national training initiative lsee
Appendix 4: Proposal for training programmes for planners and
managersl
t actively participating in the National Education Forum.