

Big ois|o 19 05

i P.O. BOX 151
Standing Committee 3700 AD ZEIST,
att. Riet van Laer THE NETHERLANDS

. J. Volders
ha Tel. (0)3404 - 248 44
Telex 47644 ICCO NL
BelonE Telegram Address Develop
Telefax (0)3404 - 256 14
cud

26th April 1990
WM/EdK
2d1229.brf

Re: Publication

Dear Riet,

Thank you for reminding me that you are still awaiting a reaction about the draft which I received some time ago.

Quite a lot of effort must have been put into this, the final result will have more pages than we originally anticipated I think, but since the layout will be "inviting to read" the length may not turn out to be a problem.

Being a non-english speaker myself I am not in the best position to judge the use of english, but I would urge that a "native-speaker" is asked to do the final editing especially with regard to the language.

I went through the draft and started to make notes in the margin about suggestions/alterations. I enclose my copy that will be easier than listing my suggestions.

The Editorial is maybe not the strongest part of the brochure. It might become more convincingly maybe after a "native speaker" goes through it. We should try to get across to the reader, in the editorial, that there is a crisis and that the rest of the brochure gives interesting material about this crisis and about possible perspectives. Although I agree that sanctions are mentioned in the editorial it might be necessary to elaborate a bit more on the need to "maintain sanctions" in order to abolish apartheid quickly.

The paragraph on the pillar gives clear facts and statistics about the discrepancies in the educational system. I would like to see more about "Verwoerds vision" to make it clear that it is not just a matter of a general lack of resources as in so many african countries, but a pillar of an ideology.

Interchurch co-ordination committee for development projects Zusterplein 22a,
Comit   inter-  glises de coordination de projets de d  veloppement Zeist, The Netherla
nds
Comisi  n intereclesidstica de coordinaci  n para proyectos de desarrollo

Interkerkelijk co  rdinatie commissie ontwikkelingsprojecten

The paragraph "Working towards Post Apartheid Education" is not very inviting to read. Very much a project description type of approach. It gave me the feeling that even in Post Apartheid education might be dull or not very challenging.

Would you have material to make the case study "Community Based Dev.Programma more of a human interest story". Same for Wor Obona?

The last two paragraphs "Repression, reform and resistance" (also 3R) and "Pressure to abolish apartheid" are easier to read; seem to be written in a different style/by a different person? Maybe the 3R-part should come before "Working towards...".

If no Table of Contents is given, it might be necessary to briefly write in the Editorial what the contents will be of the following paragraphs. We may have to add a list of the abbreviations used.

Hope that this is of any use to you, if need is there I would be prepared to explain and/or spend more time on it.

With kind regards,

INTERCHURCH ORGANIZATION FOR
DEVELOPMENT COOPERATION

bis Mi wmmrâ\200\224

Wim Minnaard
Africa and Middle East Dept.

ast yearâ\200\231s exam results of South Africaâ\200\231s black students were once again shocking. The student revolt against the segregated educational

@Â® system in South Africa, in which 20x

more money is being invested in white students than in black students, started in 1976. Fifteen years have passed since, in which a whole generation of black South African students became more accustomed to

{atthe schools being the battling ground with security police, rather than institutions of learning.

The result is that the overwhelming part of the black population has been deprived the basic human right

Editorial

resources and time. That will hopefully bring proper education to future generations of young South Africans, but what will be the fate of the (Âf jilion youngsters who have missedâ\202-d their education over the last fifteen years ?

The European NGOs cooperate in the Standing Committee of NGOsâ\200\231s are supporting, with assistance of funds from the EC Special Programme, programmes in South Africa coordinated through the Kagiso Trust, the South African Council of Churches and the Southern African Bishops Conference. These programmes aim to

eâ\200\224new perspectives developed through the programmes which are being supported in South Africa.

For a new non-racial and , democratic South Africa to be established, it is good to realize the repression under which the present education system continues to suffer.

Apartheid needs to be fully abolished

as quickly as possible to stop further

} for a decent education.

And this is not yesterdayâ\200\231s situation.

The educational
; @:itvation today con-
(TT tinues to be in crisgs,
and the exam results
at the end of this year
can not be expected

to be any better.

Only when apart-
heid is fully
abolished, can a new
educational system
be introduced aimed
at providing proper
education for all.

That will be an im-
mense task, requir-
ing tremendous
investments in

contribute towards the creation of
the foundations for a new ducatioy-
Sp â\200\224

}

rr

generations of young
black South Africans
missing their start in
live. To abolish apart-
heid quickly needs the

i, maint&nance of the

economic pressures
on the South African

Nelson Mandela

responded on March
12th, 1990, to the lift-
ing of sanctions by the
{UK government by:
"We are asking the in-
ternational community
in every country to in-
tensify sanctions and
tocut off diplomatic /
ties." Â®

Introduction

At the end of 1989 and the beginning of 1990, while Western European eyes focused upon Eastern Europe, also the South African Government showed interest in this

part of the world.

More specifically the Department of Home Affairs issued a statement saying that the South African missions in Bonn, Munich, Vienna and Bern had been informed that immigrants from East Germany would be considered if suitably qualified. An advertisement for seeking East German immigrants had been placed in a West German newspaper on November 4. The article in The Citizen of 29/12/1989, which provided this information, stated that in fact all applications from East Germans would be considered even where the applicants might not possess qualifications in the particular disciplines in which South Africa was

looking for immigrants. But South Africa

is most interested in highly skilled technicians.

Just a few days later, Associated Press informed the world about the disastrous matriculation results of South African black pupils and the anxiety this caused within the black communities.

While 95% of the white pupils qualify for the end examinations and 40% have automatic access to the

universities, only 42% of the black pupils that participate in the end examination succeed and only 9% obtain

/

Education : A Pillar (to) Apartheid

(achieved enough results to apply for

a University, able forth while
propels thrive TAL

Reactions followed soon on the
announcement of these figures.

Black leaders, as e.g. Walter

Sisulu, have put the responsibility on
the South African

Government and its Apartheid
education and called upon the black
community to take education in their
own hands.

The fact that these events hap-
pen at the same time is woul |

Through "separate development",

whites were to retain political and
economic dominance. The se-
gregation should be the ap-
propriate level : whites had to be out wal-
a for leading positions, Vuwre-
Africans would receive no more than 1/2

the minimum training required for the

manual labour of the colored / (Lotions)

Of-course, Economic and
political pressure changes have oc-
curred in the last 40 years. Both the
economy and Apartheid became
more sophisticated while labour / and
demands could not be completely in-
tended. Nevertheless racially

re-
segregated education remains the
of South Africa's educa- tion

structure.

Areas Act, the Bantu Education
of 1953 is a main Apartheid Se porofa velo pmeit~

SOUL people can be called

a Thaburmarbut and a

Go

black manta

Gages CL TAL wrndfnce whic

al
J

Structures W

and figures

There are is different depart-
ments with executive functions. Be-

sides the Department of National

Education, there are Ministries for
Education along the lines of race,
regions and ethnicity:

Apartheid is : ...

Hing different Education

Departments :

- 1 National Department of
Education

1 Department for Colored
Education

1 Department for Indian
Education

4 Departments for white
Education for the 4 provinces

1 Department of Education
and Training, for blacks living in
white areas

PR

Â£

In August 1987, the then minister -
of national education, Mr. FW. de
Klerk, said that the government was
irrevocably committed to the concept

oi

Wo

that education was a so-called own
affair of each group i.e. administered
by each race group or "population" group. He said that this would remain
"as long as people demonstrated a
will for it".

Even after De Klerk's famous

speech in February 1990, the current ~~

ter of Education declared that

Expenditures on Education

Expenditures per capita on
education in 1986/1987

Incl. Capital
expend. (R)

476,95

Excl. Capital
expend. (R)

Africans 368,56
(in white areas)
Coloured
Indian

White

1.021,41
1.904,20
2.508,00

887,08
1.714,03
2.299,00

Per capita expenditure on educa-
tion by "homelands" ranged from
327.69 R up till 413.32 R in
"homelands". Figures were not aval-
able for 6 Jhomelands".

ES

~~

2

Ca

In July 1987, F.W. de Klerk
reiterated that."the governmentâ\200\231s
policy of equal opportunity fet i {
education, including equal standards
of education, for every inhabitant of
South Africa irrespective of race,
clolour, creed or sex, was being.

striven for. This did not imply that after ten years the objective of equal education for all population groups would have been fully achieved] he addedâ\204ç

Homie In 1989, the Minister of Education stated that this goal would be achieved by 1995:

achieveds "As far as education is concerned we are in a tight spot", he told parliament, citing the main reason as the low growth in the economy.

In 1989, 1,6 milliard Rand was allocated!

-meant for education for the black population, 1 milliard Rand for coloured people, almost 0,5 milliard for the Indian people and for the white population the budget was fixed at 3,7 milliard Rand. Knowing that 13,8% of the population in South Africa is white, this figure illustrates

clearly that not much has changed #<ce --.

(74.9% are Black, 2.6% Asians and 8.7% Coloured).

As reaction to the budget 1990, announced by finance minister Barend du Plessis, Thron Rensburg from the

expressed his disappointment-

- He said statistics of the University of the Witwatersrand showed that more than R 21,2 billion would be needed to bring formal parity in education. In terms of the budget, however, black education will only get about R 2,5 billion.

Important changes in South Africa since the start of Apartheid education have occurred in the demographic evolutions. While the

the 200\230 white school going population will

decline from 954.000 in 1987 to 899.000 in the year 2020, projections for the African school going population show that it could more than

ounddr in Bophutatswanaeef

double to more or less 15.000.000 in 2020.

Compulsary education exists for South Africaâ\200\231s white and coloured children until the age of 16 and for the Indian children until the age of 15. For Africans, compulsory education is only introducedfwhere the school committees had requested it. In the "non-independent homelands" Transkei, it doesnâ\200\231t exist.

Inequalities in primary and secondary education ...

Again, statistics provide u8 a clear illustration of inequalities.

Pupil/teacher ratios in "white " areas in 1987:

41to 1
25to1
21to1
16to 1

African
Coloured
Indian
White

Pupil/teacher ratios in the 10 homelands in 1986:

Pupil/teacher ratios ranged from the lowest figure of 34 to 1 for primary education in QwaQwa to the highest ratio for primary education of 60 to 1 in Transkei. For secondary education the lowest density of pupils per teacher was found in Transkei, with 22 pupils to 1 teacher and the most unfavourable situation was met in Lebowa where 1 teacher had a class of 39 pupils.

Shortage of schools and classes for African children while there are

numbers, of white, schools sganding idle abhi topside working under their capacity is a well known feature

of Apartheid education. The total
potential capacity of white primary
and secondary schools per 30/1/1987

/

/

pe

2

7

amounted to 1.074.189 pupils. Zaring
1986, 35 school buildings con-

structed for white pupils. In 1986, |

only 897.964 white pupils were
counted !

In 1987, the minister of education
and culture for white own affairs ad-
mitted that there was a surplus of
153.637 places at white schools
throughout South Africa.

In schools for coloured and indian

children shortages of classrooms
were noticed but dramatic are the
shortages in the education for african
children. Based upon a calculation of
40 primary pupils per classroom and
35 secondary pupils per classroom,
there was a shortage of 1.494 class-
rooms at primary and 3.030 at secon-
dary schools in 1986. According to
the South African Institute of Race
Relations there was a shortage of
23.713 classrooms in the non-inde-
pendent homelands and 9.544 in the
independent homelands".

In 1988, the average pupil-classroom
ratio for blacks in primary education
was 54,7 and in secondary education
432.

As a result of overpopulation in
the African schools, double sessions
(the same teacher takes 2 classes a
day) or the platoon system (two
teachers for 2 classes but in the same
rooms) occurred regularly, especially
in the "non-independent homelands".

Besides the fact that classes are

overpopulated in African schools and facilities are far from sufficient, there is also a serious problem of teachers' qualifications. If a post-standard 10 teacher's certificate or diploma is regarded as the minimum qualification for a teacher, then 58% of teachers in African schools in the white designated areas and the non-independent homelands, 38% of teachers in coloured schools and 6% of teachers in Indian schools were not adequately qualified in 1986.

One should not be surprised that drop-out rates and failure rates in such circumstances are high. The outflow as a percentage of enrolment in 1988 was 10,4% and the examination results of 1988 showed a failure rate of 44% for African candidates while only 4% of white pupils failed.

Tf LEIA arth Priv Fo:
dal Aihtrn Aha ext

bite
TU wvda be -- J het gualheed

... and the same picture In 1986, there were only 19 techni-

cal colleges for Africans in white areas and again 19 technical and industrial training centres in non-independent homelands while there were 72 technical colleges for whites.

in higher education

It is not surprisingly-that the same picture of inequalities exists at the higher educational level.

Enrolment in 1987

Total number numbers by
of students race classif.

English language universities 47.107 9% African

5% coloured

8% Indian

78% white

Afrikaans language universities 61.899 2% coloured,
Indian, African.

98% white

Porth Elisabeth university 4.364 9% African,
Chinese, Indian,
coloured

91% white

Durban Westville . 24% African,coloured,
white

76% Indian

Univ. Western Cape J 15% African, Indian,
white

85% coloured

6 African universities . 2% Indian, coloured,
white

98% African

University of Bophuthatswana Z breakdown N/A

University of Transkei : breakdown N/A

UNISA . breakdown N/A

\ At the universities; The enrolment figures of the

different "race groups" Â¢ clearly indicates how wellâ\200\231 Apartheid affects others: Â£15 es:

Although there is an increase in enrolment in higher education, it has little effect on the system

. mee -. â\200\224" of Ta Ep entionent discrimination. separate education has been successfully realized

in the university system as well as in the schools.

less i Liatohevid but-are of crucial importance. With exception of Medunsa (a medical university established for blacks) the natural sciences are best developed at the "white universities". Together with the low standards of mathematics and science education in African schools, this has meant that Africans have mostly studied Â¢he

humanities, social sciences and education and to a lesser extent, law and commerce.

Understandable that not enough qualified skilled manpower can be found within South Africa itself !

Conclusion

"Apartheid" has caused the{actual

isig in Education in South Africa. The existing educational system is responsible for the low level of technical skills of black South Africans and for an estimated #Hliteracy rate of |0% in South Africa.

Since 1976, the education sector was a major target for popular uprisings and pupils protest. But until now, no major structural adjustments have been done. At the same time, educationalists and organizations working for a non-racial educational system have been major targets of repression by the South African Government. Hundreds of people have been detained without trial or had severe restrictions imposed on them. The strategy of the South African Government and of the democratic opposition will be dealt with in more detail further.

In spite of repression, a great deal of debate about alternatives to Apartheid education and education in a future, non-racial South Africa

has going on. Parallel to this broad debate on education within the mass democratic movement, a wide range of educational programmes has been developed, on the initiative of community organizations, trade unions, women's, youth and student organizations.

It is especially this debate and the formulated alternatives by the democratic movement, that we want to focus upon in the following

spat. 3 pone poptin

7

hak bh Ye etal ATH

ad/ory 7

we oppor bl, agent The Sntle educative

Management Sciences.

pti nn ini ag a

B.
oe Ri ema) Lomethocss

Working towards
Post Apartheid Education

The NECC organized its national education conference in Cape Town on 15, 16 and 17 eÂDecember 1989. The NECC secretariat prepared a report and evaluation of its activities in which it places a number of issues in its actual context. The conference - itself was opened by Walter Sisulu and the participants from all parts of

.the country have been working in

2 = bimigrations during two days after

-

which resolutions were adopted for &

Quad X the NECCâ\200\231s future work.

The secretarial report starts with an analysis of the crisis in formal education and an analysis of the different parties involved in the education crisis (teachers/student - pupils/parents and their organizations/other structures like the church,

ches, a newlyfnhon racial academicg .

association) after which it indicates the main challenges of the 1990s.

Whilst the main focus of the NECC remains the mobilization of

ties involved, other matters @ will ask urgent attention:

3 Schools gud formal education with all
Â© its imp! ications forthe different : ar-

4 more than 7 million children of school going age (6 - 20 years) are out of school, 60 % of whom will never enter a classroom and 40 % will drop out before Standard 3 after entering a classroom;

= s0Â°lo, er

4 more than of adults are ill-literate and/orinnumerate;

4 tertiary institutions are in crisis: the influence of the NECC should be extended to that level and Parents-Teachers-Students-Asso

ciations should be installed also there;

pilot programmes for a democratic, non-racial People's Education Department;

4 Squatter schools as well need intervention and direction;

Â A more realistic literacy programme, accompanied by a human resources development programme should be set up in the

4 the majority of street academies | : 1990s.

that are offering secondary education obtain very poor results and are exploiting the situation. It may be that these schools can be democratized and become part of the NECC and

Education Movement to move forward now and start acting as a

People's Education Department in

People's Education is education that ...

â Enables the oppressed to understand the evils of the apartheid system and prepares them for participation in a non-racial democratic system.

â Eliminates illiteracy, ignorance and the exploitation of one person by another.

â Eliminates capitalist norms of competition, individualism and stunted intellectual development, and replaces it with one that encourages collective input and active participation by all, as well as stimulating critical thinking and analysis.

Equips and trains all sectors of our people to participate actively and creatively in the struggle to attain people's power in order to establish a non-racial democratic South Africa.

â Allows students, parents, teachers and workers to be mobilised into appropriate organisational structures which enable them to participate actively in the initiation and management of people's education in all its forms.

â Enables workers to resist exploitation and oppression at their work place.

The NECC appeals to the Mass

(spectator (1985)

\

waiting. It disposes therefore of a number of developmental instruments in the education sector, some of them are situated within the NECC and others outside the NECC.

Far the last initiatives it is important to strengthen the coordination and guidance of the NECC for the future.

Within the NE as secretariat proposes to re-establish the People's Education Commissions that were

both in terms of its short and long term development.

Besides these the Education Development Trust was set up by the NECC as a specialist educational development trust. We will deal with EDT more extensively in the next

part of this article. page 224

Initiatives outside the NECC which need more co-ordination and follow-up of the NECC in the future are:

4 the literacy and adult education projects as well as the career guidance centers should be coordinated nationally and brought within the logic of People's Education for People's Power;

for the dissemination of SACHED expressed its wish to be part of the NECC. There have been contacts

with the Foundation for Education Initiated

with Production (FEP) to establish

for workers in South Africa;

4 supplementary tuition

programmes, which aim to provide students in formal state schools

with additional
learning materials
and tutorials and

largely on natural

sciences,
cent years while.
he NECC was

should consider, ngw
be consolidated and

and rural areas that

are (traditionally
denied resources;

Â¢ the last initiative
towards which
NECC should clarify
its position is the
Human Resource

working on 3 subjects (history, math-
ematics and English literature) a

that were severely affected by repres
Nr Nâ\200\224

sion.

Education Policy Units (which are
active at the Universities of Wits and
Natal and a third one will be set up
probably at the University of the
Western Cape) will consider educa-
tion policy options for the NECC

4 the bursary associations and the
bursary council of South Africa. It
is the intention to begin to channel
funding into technical training and
key human resources skills areas
through specialization, to avoid
overlaps/duplication and to chan-
nel funding into traditionally dis-
advantaged sectors of the
community;

Development
Studies Center, which was
originally established by NAF-
COC and BMF. e

Have concentrated

extended to urban

Y

Ly

lish their programme Pebun |

how these linksvwcan refes