

**Conference on
Education &
Training
for a changing
South Africa:**

**The challenges facing
the public and
private sector**

23-24 April 1992

**Marine Parade Holiday
Inn, Durban**

I N D E X

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PREFACE

On 23 and 24 April 1992 a Conference entitled "Education and Training for a Changing South Africa: The challenges facing the Public and Private Sector" was held at the Marine Parade Holiday Inn, Durban. This document contains the full set of recommendations and should be read in conjunction with the conference papers.

The Conference Organising Committee wishes to acknowledge the enthusiastic participation of the following individuals and organisations:

- ~ Dr J B Maree
- ~ Dr F J F Pelser
- ~ Mrs C Mpati
- ~ Prof S V S Ngubetombi
- ~ Mr T van den Berg
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INTRODUCTION

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In 1991 the Regional Liaison Committees for Regions D and E adopted the proposal for a combined conference with the theme "Education and Training for a Changing South Africa: The challenges facing the Public and Private Sector". A steering committee consisting of representatives from Natal-KwaZulu, Eastern Cape, Transkei, Ciskei, DBSA and SECOSAF was appointed to arrange a Conference to address the theme *supra*.

The purpose of the conference was "To identify and implement solutions to the problems currently being experienced in the education system - with specific reference to Natal-KwaZulu, the Eastern Cape, Transkei and Ciskei". The following objectives were derived from the purpose:

- ~ "To produce a position paper that will contain guidelines and plans of action, alleviating the education problems in Natal-KwaZulu, the Eastern Cape, Transkei and Ciskei".
- ~ "To establish working committees to implement the plans of action decided upon by the conference; and ensure the continuation of initiatives emanating from the conference".

This document was compiled for the purpose of serving as a source document as well as a broad framework within which the above-mentioned objectives should be achieved. The Organising Committee must stress that whilst it recognises the importance of pre-primary, primary and secondary education, these facets were not specifically addressed owing to time constraints. The conference concentrated on cardinal problems related to teacher education and training.

CONFERENCE ON EDUCATION AND TRAINING FOR A CHANGING SOUTH AFRICA
THE CHALLENGES FACING THE PUBLIC AND PRIVATE SECTOR

EXECUTIVE SUMMARY

In addressing backlogs caused by an education system characterised by its discriminatory practices and inefficiencies the emphasis should be placed on the provision of quality education at all levels of the education system. One department of education, in which justice in educational opportunities for all peoples will be ensured, is essential to provide a system with legitimacy amongst all stakeholders.

While the provision of sufficient appropriately qualified educators and physical and other facilities to support effective education at all levels of education on a national basis is important, the specific needs of Regions D & E in this regard requires that a concentrated effort be made to alleviate the existing situation. The building of classrooms, upgrading of teacher competencies and qualifications, improvement in failure and drop-out rates at primary, secondary and tertiary level and a re-direction of pre-service teacher education to relevant and appropriate subject areas, constitutes the main focus for immediate actions.

The use of a multi-media approach in the education and training process is essential. A distance education programme including the use of technology (radio, video and television) support structures, is essential to optimise learning opportunities for all communities. In this regard regional networking between education and training institutions and other actors within the educational arena must be facilitated to ensure optimal cost effective utilisation of all resources.

In providing education and training opportunities there should be a close co-operation between the public and private sector. Educational programmes should focus on relevant and appropriate curricula so as to ensure that the products of the education system have the necessary communication, language, numeracy and life skills to cope with the world of work which they have to enter. The development of cognitive and problem-solving skills, competencies relating to utilisation of technology and a general skills base which would support continued education and training must be inculcated in primary, secondary and tertiary curricula. This would facilitate an output from the education and training sector which would support economic growth.

At the same time the private sector should, as an active partner and integral part of the education and training system, contribute to curriculum development and continue to provide:

- * financial support;
- * employment and career opportunities; and
- * adult education and training in the work place.

In the process of education renewal and the provision of education and training opportunities, cognisance should be taken of experiences of other developing countries in this regard. This specifically relates to the wasteful imbalances within educational systems, a demand for education far in excess of the capacity of such a system to meet these demands as well as to insufficient employment opportunities for people who have received the wrong kind of education. Education inequalities between rural and urban areas and education wastage due to high failure and drop-out rates are further characteristics of inefficient education systems within developing countries. As far as education renewal is concerned such efforts should be characterised by;

- * democratising of the educational system by e.g. greater involvement of pupils and parents in the planning of reforms and the provision of financial assistance to ensure equal opportunity to access education;

- * education more relevant to the child's life-world and the world of work awaiting the future adult; and
- * appropriate training for educators among others by utilising appropriate technologies and equipment.

The management structures to plan and implement the future education systems for South Africa will be greatly influenced by political considerations. Other factors which will influence a future management structure are population distribution, political factors relating to centralised and regional control and the language issue complicated by the heterogeneous compilation of urban communities. Educational management in a new dispensation comprising of a central management structure in a single ministry of education, a regional management structure based on the existing nine development regions and a local management structure as an option in certain regions/sub-regions is envisaged.

The central structure could have a political head and would determine national policy, provision of financial resources, uniform standards and certification procedures. The regional structures should be controlled by appointed educationists and would have to contend with the thorny language issue. At local level educational services will be provided in accordance with the needs of the local community. The management structure at the last level will be responsible for local policy relating to e.g. curriculum and examination requirements within a broad national/regional framework.

Regions D & E, with the exception of Ciskei and KwaZulu Education Departments, at present have five education authorities which are common to both. This could support rationalisation. Past practices of authoritative systems should be avoided at all costs while consultation at all levels will be a prerequisite for a new structure to enjoy legitimacy within and acceptance by all communities.

Such a system could encompass surging national aspirations, address historical imbalances, rationalise a bloated bureaucracy and at the same time introduce a more humanistic approach and flexible management style.

The need exists for education to become more pro-active and less re-active and thereby to stimulate and support change rather than act as a deterrent to the process of change.

1. TEACHER EDUCATION TO THE YEAR 2000: A QUANTITATIVE AND QUALITATIVE ANALYSIS

(a) (Dr F J F Pelser: Development Bank of Southern Africa)

EXECUTIVE SUMMARY

Education in the historically deprived communities has been characterised by its inability to assist pupils in developing their inherent potential due to ineffective and often irrelevant teaching in the classroom. Two major factors have played a role in perpetuating a system of inefficient education - those relating to quantity and quality.

Unacceptable high pupil-teacher and pupil-classroom ratios have had a most inhibiting influence on the quality of instruction. The latter has further adversely been affected by the unsatisfactory standard of teacher education programmes offered to teachers during pre-service training.

When comparing projected pupil growth to projected teacher supply to the year 2000, an over production of teachers at secondary and a shortfall of teachers at primary level can be expected on a national basis. Factors which could influence the above are the mobility of teachers within one education system and a policy of compulsory primary education.

Region D (Transkei/Ciskei/Cape) should be able to provide sufficient teachers to meet with pupil growth demands to the year 2000. At the same time Region E (KwaZulu/Natal) will be faced by a shortfall of at least 12 000 teachers by the turn of the century.

The emphasis in teacher education should however be on quality instruction, which should be supported by the provision of appropriate physical facilities, competent teacher educators, academic support, programmes and the application of innovative pre- and in-service programmes.

(b) Mrs C Mpati: Umlazi College for Further Education)

EXECUTIVE SUMMARY

The large number of un- and under-qualified teachers in Region E is a historical vestige of a system which was characterised by material deprivation, repression of voice in policy issues and absence of accountability. Institutions involved in teacher education must be instrumental in developing a model to address the quantitative person power needs of the Region to the year 2000.

Rural schools are the worst off as far as inappropriately qualified teachers are concerned. Contributing factors to the latter are low economic development, remoteness of schools and absence of accommodation facilities in rural areas.

Teachers do not receive sufficient professional support during their first years of teaching, many are not appointed in a permanent capacity and are not sure of employment due to lack of funds in communities.

The role of Inset has been neglected and should receive urgent attention. In this regard the role of the electronic media, distance education, teachers centres and the development of appropriate curricula should be the centre of the focus. The whole concept of Staff Academic Development at primary, secondary and tertiary level must receive attention.

A two-tiered model providing for certification and teacher competence in the classroom can be applied to address the problem of inappropriately qualified teachers. Within such a model Non-Governmental Organisations, Departments of Education, training institutions and communities must contribute to ensure the successful outcome of training programmes. The latter must inculcate the belief that teacher education is a life long experience during which theoretical knowledge and sound methodology must be applied in such a manner that it will lead to the empowerment of the consumers of the education offered at all levels.

(c) (Prof S V S Ngubentombi: University of Transkei)

EXECUTIVE SUMMARY

Wide ranging disparities in educational provision amongst the various population groups in the country makes attempts at generalisation not only difficult but also impossible. The transformation of South Africa to a non-racial democratic country, with an education model in which justice in educational opportunities will be ensured, arouse sentiments of good hope.

Problems which beset Transkei education, as part of the Region, are many and complex. The high growth rate of the school-going population from 1978 to 1990 has given rise to unacceptable pupil-teacher ratios in primary schools where an acute demand for more teachers exists. The high drop-out rate at primary school level can be combated by increasing the holding power of schools

through the provision of qualified teachers.

The expansion of knowledge and the introduction of differentiated curricula indicates that it would be expedient to adopt even unconventional means to prepare teachers to meet with the challenges in developing communities. Quality of education is still sacrificed in the interest of quantity as many teachers are still teaching at levels well above their level of training.

Institutions involved in the training of teachers are plagued by severe problems e.g. inadequate physical resources, arbitrary methods of recruitment of student teachers, poor quality of teacher educators and the low standard of teacher education curricula.

At present the number of students in teacher education at Unitra exceeds by far the total number students in all other faculties. The disconcerting fact is that only a very limited number of the prospective teachers have opted for the natural and economic sciences.

More attention should be given to Inset as it can contribute significantly to the solution of quantitative and qualitative aspects of teacher education problems.

2. PRIVATE SECTOR ROLE AND FUNCTION IN EDUCATION AND TRAINING

(Mr T van den Berg: Toyota SA and PRISEC)

EXECUTIVE SUMMARY

The private sector interfaces with the education system at two important levels:

- * Training of educators through the high burden which it carries.
- * Employment of the product of the education system.

There should be a sound partnership between the private sector and the education system with both these parties making a meaningful contribution to such a partnership.

The private sector requires of the education system that it must be:

- * Relevant to the requirements of the prospective employers of its products.
- * Efficient in direct proportion of the affordability in terms of the resources utilised.
- * Legitimate in providing equal opportunities to all its users.

The education system must take cognisance of the needs of the economy and the requirements in the work force. It must further place emphasis on communication skills, competencies, cognitive and problem-solving skills, natural sciences and technology in a shift to more vocationally orientated education. All stakeholders must be involved in the restructuring of an education system which provides for links between formal and non-formal education as well as sufficient re-entry levels from non-formal to formal learning opportunities. The quality of education at all levels of the education system must be enhanced to facilitate an output from the system which will support economic growth.

The private sector should be supportive to the education system by:

- * Clearly defining their needs.
- * Providing financial support.
- * Creating employment, career opportunities and a linkage between these two.

- * Supporting continued adult education and training in the work situation.
- * Contributing to policy formulation and curriculum development in relevant areas.

3. DISTANCE EDUCATION AND TRAINING: A MULTI-MEDIA APPROACH FOR THE PUBLIC AND PRIVATE SECTOR

- (a) (Dr S D Wallace: Natal College of Education, Pietermaritzburg)

EXECUTIVE SUMMARY

Distance Education is bound to become a crucial medium of instruction as it is economically more feasible than face-to-face contact tuition. It will thus serve to cater for the needs of the disadvantaged communities at a more cost-effective level.

Experience has shown that the printed word is still the most effective medium in this approach as it gets straight to the point and makes use of pictures and diagrams to illustrate salient points. Language must however be simple, concise and concrete. The use of audio and video material as an integral component in transferring information, with further strengthening of the process through occasional direct contact sessions, facilitates the effectiveness of the distance education approach.

Regional networking to support optimal utilisation of available human and material resources is essential. This can prevent duplication in the development of instructional materials and tuition services offered. Private sector support in the development and production of course materials is essential. Regular contact between institutions offering distance education will further enhance the success already achieved in using this approach.

- (b) (A Karaki: Open Learning Systems Education Trust - OLSET)

EXECUTIVE SUMMARY

Innovative strategies are required to address the inadequacies of the present education system to cope with the demands and expectations of our diverse population with its limited resources.

The electronic media can not replace the human being but can, along with distance education, provide a supportive role to ensure that existing standards are met in future.

The use of programmes beamed from satellites as well as the use of video, TV and computers in the instructional process will still be limited for some time due to an inadequate electricity supply network in rural areas.

At present radio enjoys the highest penetration of all media. It is cost-effective and the use of it in many development countries have had impressive results. Print can play a supportive role to the electronic media as textbook based education is still the main form of instruction in our schools.

OLSET has, by a process of research and consulting, committed itself to implement appropriate media and technology to address problems in education. Research and consultancy have indicated a tremendous need for greater access to technology and its use in distance education. Other areas which could be served are adult literacy and numeracy, teacher training, career and vocational guidance etc. Dedicated radio time is needed to address the needs of formal and informal education. A national strategy and policy on the role that media technology can play in education is required.

4. INTERNATIONAL EXPERIENCES IN EDUCATION: REFORM FOR EDUCATION RENEWAL WITH SPECIFIC REFERENCE TO DEVELOPING COUNTRIES

(Dr C W S Sukati: University of Swaziland)

EXECUTIVE SUMMARY

The optimism during the sixties and seventies of the ability of education to help eradicate poverty and to contribute to the development of national economics resulted in stress being placed on educational planning in all national ministries of education. Numerous problems have however not yet been solved and have kept on recurring in the face of new ones. The question of what reforms should be introduced to education systems to make it more relevant to the needs of societies is still paramount.

Critical problems which contributed to a full-blown educational crisis by the end of the sixties included:

- * **A wasteful imbalance within educational systems** which resulted from a lack of co-ordination when expansion of the various levels of education was undertaken. This was characterised by an uneven distribution of resources within the educational system;
- * **A demand far in excess of the capacity of the educational system** to provide the promised services due to e.g. high growth rates in the population;
- * **Costs rising faster than revenues** to provide services required. Resources were spread thinner and thinner to cater for more students;
- * **Non-financial bottlenecks** e.g. administrative inabilities of educational systems, time required to develop competent staff and limited capacity to construct physical facilities;
- * **Insufficient employment opportunities for the educated** after the initial filling of vacancies which had existed prior to increased provision of education;
- * **The wrong kind of education** which did not prepare people for the world of work they were expected to live in;
- * **Education wastage** due to high failure and drop-out rates;
- * **Education inequality** between urban and rural areas.

Education reforms which are consciously and purposefully to be directed at improving the present education system should be preceded by research from which proposed changes will then emanate. These changes could include:

- * **Greater involvement** of pupils in planning reforms;
- * **Creating education relevant to the world of work** by making education less academic and focusing more on the practical situation;
- * **Making education relevant to the child's life-world** by building the educational system on the basic motives, ideals, values, needs and aspirations of the particular society;
- * **Democratising the educational system** by creating the opportunity for each individual to

attend school and thus improve his/her productivity;

- * **Appropriate training for educators** to support implementation of reforms;
- * **Utilising appropriate technologies and equipment** to increase the efficiency of the educational system;
- * **Providing financial assistance to the needy** to ensure equal opportunity to access education.

5. MANAGEMENT STRUCTURES FOR A NEW EDUCATION DISPENSATION WITH SPECIFIC REFERENCE TO REGIONALISATION

(Dr M Naidoo: Department of Education and Culture, House of Delegates)

EXECUTIVE SUMMARY

Management structures will be greatly influenced by political considerations with regard to the type of society within which a new education dispensation will have to function. Historical development which have taken place require that the status quo within education management structures be first examined before strategies to bring change are considered.

Theoretical assumptions relating to management must be assessed as it will provide a framework for future management structures. Theoretical thinking relating to management can be classified as follows:

- * **The classical management theory** within which three major strands are identified - scientific management, formal organisation theory and bureaucracy;
- * **The human relations theory** which emphasises the social and psychological influences on human behaviour;
- * **The systems theory** which indicates that an organisation is made up of technical, sociological and structural elements and that it is also affected by economic, social, political and technological influences;
- * **Management by objectives** which involves a process of establishing objectives based on mutual agreement between managers and subordinates. In educational management agreement needs to be reached between parent communities, educational managers and political forces. The complex nature of South African society makes it virtually impossible to evolve an educational system acceptable to all communities as it should be able to accommodate the needs and aspirations of as many people as possible.

Important factors which will influence a future management structure for education include:

- * **Population distribution** which shows heavy concentration of people in Region C and H and which is influenced by urbanisation and the general tendency of people to move away from rural areas;
- * **Political factors** at present seem to support centralised and regional structures while at the same time having to accommodate the demand of homogeneous groups who intend maintaining their own identity;

- * **The language issue** which is complicated by the compilation of urban populations within regions will have to be solved at a political and national level.

Educational management must be considered on three levels:

- * **The central** management structure which comprises of a single ministry of education with a political head. The functions of such a structure will include determination of national policy, provision of financial resources, service conditions of staff, research, uniform standards and certification at the various exit levels etc;
- * **The regional** management structure based on the existing nine development regions will have to contend with the thorny language issue and should be headed by appointed educationists. Some of the major functions at the level will include the interpretation/implementation of national policy, regional curriculum policies, allocation of resources and co-ordination of activities of local education authorities;
- * **Local** management structures could be an optional choice in certain regions and should provide educational services in accordance with needs of the local community. Main functions at this level include the interpretation/implementation of regional policies, determining of local education policy in respect of curriculum/examination requirements, finance etc.

Region D & E, with the exception of Ciskei and KwaZulu Education Departments at present have five education authorities which are common to both. This will support rationalisation. Existing education authorities in each of the regions can in the short term be retained as Local Education Authorities. Past practices of authoritative systems should be avoided at all costs. Consultation at all levels will be a prerequisite for structure to enjoy legitimacy and the support of all communities.

CONCLUSIONS

1. In order to facilitate the provision of **quality education** at all levels of education by legitimised education authorities in Region D and E, attention must be given to:
 - 1.1 The provision of sufficient, appropriate and cost-effectively designed **physical facilities** at all levels of education;
 - 1.2 Relevant **curricula, training models and programmes**, to ensure the provision of sufficient, competent, motivated and appropriately trained teachers and teacher educators;
 - 1.3 Equipment, apparatus and relevant and appropriate teaching and learning aids to **optimalise the instructional and learning process**;
 - 1.4 The use of **appropriate and relevant approaches** and technology in the **provision of education** and training e.g. distance education (including radio, video, television where applicable);
 - 1.5 Close liaison between **education authorities and the private sector** with regard to education and training needs pertaining to the work force, skills base requirements, relevant and appropriate curricula, financial assistance, employment and career opportunities and the provision of education and training opportunities by the private sector;
 - 1.6 Education authorities should guard against the temptation to do too much too soon but should rather apply **available resources judiciously** so as to ensure the provision of quality education facilitated by relevant and appropriate curricula to as many people as possible;
 - 1.7 Education authorities should actively pursue ways and means to **democratise and legitimise the educational process** by creating opportunities for greater pupil, student, parent and community wide involvement in the educational process; and
 - 1.8 The creation of **management structures** which will be non-discriminatory and representative of all peoples at all levels of the education system.

RECOMMENDATIONS

1. It is recommended that the following matters be actively pursued even before a future constitutional framework for South Africa has been decided on in order to alleviate the existing education related backlogs and to support quality education at all levels in **Regions D and E**.
- 1.1 The provision of the following physical facilities (as required) at primary and secondary schools:
 - * Classrooms/laboratories/workshops;
 - * Resource centres;
 - * Ablution blocks; and
 - * Administration areas.
- 1.2 The upgrading of existing teacher education facilities at Colleges of Education (CE), **needs driven** and based on a strategy for the provision of sufficient, competent and appropriately qualified teachers. This includes the provision of the following facilities to support a tertiary approach to teacher education:
 - * Resource centre;
 - * Lecture theatres;
 - * Multi-purpose hall; and
 - * Student accommodation (non-conventional).
- 1.3 The provision of **new** CE facilities only as required and based on a proven need according to a strategy for the provision of appropriately qualified teachers.
- 1.4 The provision of **appropriate** physical facilities to provide alternative avenues of education and training at:
 - * Manpower training centres (for the unemployed, unskilled or insufficiently skilled employed);
 - * Technical colleges (for pre-tertiary, artisan and vocationally oriented and other forms of non-formal education and training);
 - * Technikons (for tertiary education aimed at addressing broad educational needs in the economy); and
 - * Universities (for identified academic needs e.g. natural sciences, economic sciences, medical).
- 1.5 The provision of sufficient human and financial resources to ensure **optimal and cost effective utilisation** of physical facilities.
- 1.6 The investigation and experimental implementation of **alternative, innovative and cost-effective** teacher education models.
- 1.7 The revision of curricula, **within national standards**, to ensure that only relevant and appropriate subjects and subject content per course and level are included in educational programmes.

- 1.8 The provision of appropriate and relevant apparatus, equipment and teaching and learning aids (including computer technology) to education institutions. This must be **based on proved effectiveness and need** and according to a plan which specifically provides for stringent **training, support and control measures** to ensure the continued utilisation of such items.
- 1.9 The **utilisation and networking** of existing tertiary institutions and education trusts to implement a system of distance education to assist teachers with the upgrading of their competence in the classrooms as well as the level of their professional/academic qualifications. In this regard the following institutions in Region D and E are identified:
- * Natal College of Education, Pietersmaritzburg;
 - * Umlazi College for Further Education, Umlazi;
 - * Transkei In-Service College, Umtata; and
 - * Lovedale College for Continuing Education, Alice.
- 1.10 The inclusion in all training programmes of support structures to assist the trainee/student/teacher to overcome attitudinal problems (e.g. motivation).
- 1.11 The establishment of a Task Team per Region/sub-region to actively pursue **closer liaison and co-operation** between existing education and training authorities, tertiary institutions and the **private sector** with specific reference to:
- * The involvement of PRISEC and the establishment of a similar organisation in Region D;
 - * Development of appropriate and relevant curricula to prepare pupils/students for continuing education and the world of work (trainability);
 - * Employment and career opportunities;
 - * Financial assistance for education and training programmes; and
 - * The provision of adult education and training programmes outside the formal education structure in collaboration with the private sector.
- 1.12 The establishment of a Task Team per sub-region to investigate ways and means to actively pursue a process of **democratising the education system** by facilitating greater pupil/student/parent/community involvement in the educational process.
- 1.13 The structuring of a Task Team per sub-region to ensure optimal **cost-effective utilisation** of human and financial resources in the guest to provide **quality** education to as many people as possible at all levels.
- 1.14 The structuring of a Task Team per sub-region to investigate **alternative management structures** at local and regional level within existing education departments so as to support the process of democratisation of the education system.
- 1.15 The structuring of a Task Team to promote **rationalisation of education** and management structures by including all possible stakeholders in such a debate on a **cost-effective** educational system.

- 1.16 The use of **comparative data** within a homogeneous information system in determining needs and priorities to be actively pursued.
- 1.17 The establishment of a forum encompassing regional and sub-regional resources and the active involvement of all stakeholders on a basis of regional co-operation should be pursued **even before a future constitutional framework** for South Africa has been decided on and guidelines/policy decisions have been formulated by government leadership.

ACTIONS STEPS TO BE TAKEN AS BASED ON RECOMMENDATIONS

Establish Task Teams to:

1. Investigate existing school building programmes (KEOSSA, IDT, Government) in Region D and E:
 - 1.1 Establish backlogs/needs;
 - 1.2 Investigate alternative financing options;
 - 1.3 Investigate greater community participation and involvement in the provision of physical facilities at schools; and
 - 1.4 Investigate alternative construction methodologies.
2. Follow-up on recommendations in Teacher Training Strategies developed in Regions D and E re the provision of physical facilities for teacher education.
 - 2.1 Establish existing needs compared to the findings of Strategies;
 - 2.2 Investigate concessionary funding for the provision of physical facilities; and
 - 2.3 Develop programmes against specific time frames to address backlogs and future demands as required.
3. Establish the needs for vocational oriented training facilities as well as tertiary academic needs on a regional and sub-regional basis:
 - 3.1 Demand for vocational education at secondary level as opposed to the present provision at existing institutions;
 - 3.1.1 To propose in terms of the demand and the needs a phased programme of development of vocational education;
 - 3.2 Undertake pro-active information dissemination on the value of vocational education at primary and secondary school level; and
 - 3.3 Establish the existing level of control/guidance at University/Technikon level regarding the choice of subjects/direction of study in relation to areas of need in the economy and recommend appropriate ameliorating marketing action by these institutions;
4. Investigate and evaluate existing data bases in respect of education (at all levels) as well as manpower training with regard to available physical, human and financial resources.
5. Investigate progress made by Edgewood CE, Pinetown, Natal with regard to 2+1+1 teacher education model and co-ordinate the dissemination of available information to relevant bodies and institutions;
6. Investigate the possibility of changing and adapting existing curricula at all levels of education within existing certification requirements.

7. Do an in-depth analysis of apparatus, equipment and technological support systems available at schools:
 - 7.1 Develop a provisioning plan;
 - 7.2 Investigate the budgetary provision to supply schools with essential equipment, apparatus and technological support systems;
 - 7.3 Develop stock and control systems to ensure ongoing availability of equipment, etc, provided; and
 - 7.4 Provide an ongoing training and support structure to optimally utilise the equipment, etc.
8. Investigate existing distance education programmes as offered by:
 - 8.1 Natal CE, Pietermaritzburg;
 - 8.2 Roggebaai College for Further Education, House of Representatives, Cape Town;
 - 8.3 Umlazi College for Further Education, Umlazi; and
 - 8.4 College of Education for Further Training, TED, Pretoria.
9. Investigate networking of CE's involved in teacher upgrading and inset in Regions D, E and A:
 - 9.1 Facilitate discussions - approach DBSA;
 - 9.2 Promote co-operation; and
 - 9.3 Develop a plan encompassing all teachers in Regions D and E.
10. Facilitate discussions between PRISEC and education departments, NGO's and other stakeholders to:
 - 10.1 Investigate possible links within formal and non-formal education provision.
11. Involve knowledgeable specialists in promoting the idea of the democratising of the education system - approach DBSA to assist.
12. Facilitate discussions between the various stakeholders to solicit Education Department support for the establishment of the various Task Teams as per the recommendations.



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24 July 1992

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Dear Mr Samuels

**CONFERENCE: "EDUCATION AND TRAINING FOR A CHANGING SOUTH AFRICA:
THE CHALLENGES FACING THE PUBLIC AND PRIVATE SECTOR" MARINE
PARADE HOLIDAY INN, DURBAN, 23 - 24 APRIL 1992**

The Secretariat of the Economic Community of Southern Africa (SECOSAF) wishes to thank you for obtaining a replacement to participate on your behalf at the Conference. The input and perspective provided by Mr E Motala was enlightening and contributed towards the success of the Conference.

Enclosed for your consideration are the recommendations and papers of the Conference.

Yours sincerely

D G GROBLER
SECRETARY-GENERAL



Enclosed:
1. A copy of the report of the
Commission on the State of
Education, dated July 1967.
2. A copy of the report of the
Commission on the State of
Education, dated July 1967.

Mr. J. S. Sweeney
The Education Department
P.O. Box 210
Massachusetts
2101

Dear Mr. Sweeney:

Enclosed for you are two copies of the report of the
Commission on the State of Education, dated July 1967.
The Commission was organized in 1965 to study the
state of education in Massachusetts and to make
recommendations for improvement.

The Commission's report is a comprehensive study of
the state of education in Massachusetts. It covers
the areas of curriculum, instruction, personnel,
administration, and finance. The report contains
many recommendations for improvement, and it is
hoped that these recommendations will be adopted
by the State Board of Education.

Enclosed for your information are also the
recommendations of the Commission on the State of
Education, dated July 1967.

Very truly yours,
J. S. Sweeney

J. S. Sweeney
Secretary

