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October 2, 1987

Ms. Mary Ann Reigelman  
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Washington, D.C. 20523

Dear Mary Ann:

Enclosed is a copy of a report that I have prepared regarding my recent visit to the Republic of South Africa. While not exhaustive, it attempts to address existing and emerging educational issues relating to Black South Africans as seen through the eyes of the writer. The information and analysis are based upon interviews, review of literature and impressions formed while in the country.

Please know that your comments and questions are appreciated.

With personal regards and best wishes, I am

Sincerely,

C.T.

C.T. Wright, Ph.D.  
Planning Committee Chairman

CTW:prj



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**Visit to South Africa  
July 27 - August 6, 1987**

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**A Report  
Submitted to the Executive Committee  
American Black College Consortium**

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**By  
C.T. Wright  
Planning Committee Chairman**

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**Miami, Florida  
September 1987**

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## EXECUTIVE SUMMARY

The following report is based upon a twelve day visit to the Republic of South Africa and a cursory review of the literature regarding the country. The report is not intended to serve as a comprehensive study of the Black educational system (pre-primary through standard 10). Instead, it is a recapitulation of the experience of one individual. The recommendations contained herein are based upon the findings and observations of the writer. Your comments are welcomed.

It is perfectly clear that apartheid has retarded the ability of Black South Africans to receive a quality education through the State operated system. In recent years, teachers, parents and pupils have lost confidence in it. Instead, they advocate for alternative education, people education or education for change. In other words, there is a call for the dismantling of the existing system with a view toward the establishment of a new one. Leaders are still searching for the appropriate structure, style, pedagogy and content for inclusion in it. Since change is inevitable, it is naturally appropriate for the American Black College Consortium to collaborate with the African Teachers Association of South Africa and other interested groups in the creation of manageable change.

Therefore, the writer has concluded that if South African Blacks are to make a quantum leap, it is necessary for them to be provided with a quality education. With this in mind, he attempts to succinctly examine milestones in the development of education for Blacks including, the role of the

government, teacher credentialing, environmental conditions, and public and private sector initiatives.

Regardless of one's political persuasion, it is almost unanimously agreed that education is the key for future growth and development of the largest ethnic group in the country. Accordingly, assistance from the private and public sectors must continue, not to support apartheid, but to prepare the masses for participation in a changing and dynamic society. American industry has accepted the challenge. Sal G. Marzulla of Mobil Corporation and Chairman of the Industrial Support Unit recently expressed this philosophy when he stated that American companies would continue the assistance for "we think it is the right thing to do."

## PREFACE

It was my pleasure to have been granted the opportunity to represent the American Black College Consortium (ABC) in South Africa from July 27 through August 6, 1987. Although the itineraries differed, the writer accompanied Rose Watson, Assistant Director/Planner for the project, and in an effort to deliver comprehensive coverage of these visits, separate reports are being submitted.

It is most appropriate to express my sincere appreciation to the members of the Executive Committee for making my participation possible. The technical assistance offered by the ABC staff and the planning committee is most appreciated, as well as the support from the United States Agency for International Development (USAID) officials in Washington (Mary Ann Reigelman and Mike Feldstein). Thanks to President Willie C. Robinson and Florida Memorial College (FMC) for allowing me to delegate my responsibilities as Vice President for Academic Affairs during a crucial academic planning period. And of course, to Pearlina Jackson, my administrative assistant, for the preparation of this report.

Let me take this opportunity to express special appreciation for the continued assistance and support provided by Howard H. Dlamlenze and his staff at the African Teachers Association of South Africa (ATASA). Owing to his leadership, special courtesies were proffered by officials of five other teachers associations. In addition, let me extend my gratitude to Tim Bork, Director of the USAID Mission/Pretoria and Carlos Pasqual, Educational Officer, for their receptivity.

## GOALS AND OBJECTIVES FOR THE TRAVEL

In accordance with the terms of the Cooperative Agreement between ABC, FMC and USAID, which is designed to strengthen ATASA's capacity to develop and sponsor programs for its member teachers in upgrading their professional qualifications, teaching skills, and leadership and management abilities, the writer visited South Africa to continue discussions with appropriate persons and groups regarding this effort. Toward this end, ABC is currently developing a "follow-on" proposal for submission to USAID. The specific objectives of this visit are delineated below.

- o to acquire additional information from officials of ATASA which will be useful in finalizing the follow-on proposal;
- o to develop appropriate linkages with colleges, universities and other educational organizations with missions that are congruent with that of ABC's;
- o to establish a relationship with the appropriate officials within South Africa which will result in the acceptance of academic credits (degrees) offered through the Institute and/or ABC member institutions;
- o to design a curriculum for the Institute in collaboration with officials from ATASA and the Government;

- o to review the management structure of ATASA in an effort to insure that it is in keeping with approved standards, as well as with the guidelines established by ABC and USAID; and
  
- o to become acquainted with the South African matriculation examination with a view toward determining how it can interface with the ABC program.

## BACKGROUND

From February 12-20, 1986, a delegation of Black educational leaders, including the Chief Executive Officers of twelve historically Black colleges and universities were invited to South Africa on a fact finding mission. Following intensive discussions, personal review of the environment, scanning of the literature and briefings by officials of the United States and South African governments, several recommendations were made. Included in their recommendations was the establishment of a consortium of Black American colleges and universities for the purpose of developing and implementing strategies designed to upgrade the skills and credentials of Black South African teachers. Within a few weeks of their return to the United States, the ABC Consortium was established. Its membership included Florida Memorial College, Livingstone College, Paul Quinn College, Shaw University and Winston-Salem State University.

Upon the formation of this consortium, a decision was made to collaborate with a Black teachers association in South Africa. Already identified, under the auspices of Shaw University was ATASA, which was founded in 1922, the largest Black teachers association in South Africa and a member of the World Confederation of Organizations of the Teaching Profession. Today, the association represents approximately 54,000 teachers. It consists of five affiliates: Cape African Teachers Union, Ciskei Teachers Union, Natal African Teachers Union, Orange Free State African Teachers Association and Transvaal United African Teachers Association. ATASA is led by a president, however, it appears that the Secretary General is the most influential officer owing

to his longevity in office--over three decades and for the respect he has acquired in the community.

During the Summer of 1986, ABC in collaboration with ATASA, developed and submitted a planning proposal for consideration by USAID which was accepted and resulted in the signing of a Cooperative Agreement in October 1986. To date, the project's Executive and Planning Committees have been constituted, a staff has been appointed, three training modules have been drafted, a resource catalogue is in the formative stage of development, two delegations of ATASA officials have visited ABC, and the project director has visited South Africa.

The Report of the Secretary of State's Advisory Committee on South Africa of January 29, 1987 lends credence to the goals and objectives of ABC. The 12 member Committee included such notables as Leon H. Sullivan, Frank T. Cary, William T. Coieman Jr., and Roger B. Smith. The following commentary regarding education was issued. "An area where the private and public sectors in the United States has assisted and can continue to assist South Africa to prepare for the end of apartheid is education. While educational assistance will not provide quick political solutions, it can prepare young Blacks to help administer and govern a future South Africa." The Committee's prescription for educational change includes:

- o development of programs to train Black teachers in such areas as mathematics and language;

- o invite groups of Black school teachers and university faculty members to visit the United States for training;
- o offer United States financial assistance through existing groups and programs, rather than supporting activities sponsored by the South African government;
- o charge a consortium of United States universities with the responsibility to distribute educational funds from the private and public sectors; and
- o encourage the majority of South Africans to study at home with educational assistance from the United States.

It was within this context that the Chairman of the Planning Committee and the Assistant Director/Planner for the project visited South Africa.

## PLACES VISITED AND PEOPLE MET

During my visit to South Africa, I visited Johannesburg, Soweto, Pretoria, Richards Bay, Durban, Capetown and Crossroads, and met with individuals ranging from leading citizens of South Africa; the leadership of four teacher associations (Black, White, Coloured and Indian); rectors, officials and faculties at several universities and colleges; several principals and teachers from pre-primary through standard 10; administrators of private-supported educational programs; officials from the USAID Mission/Pretoria; and community people at large.

My first official activity was on July 27, meeting with the Secretary General of ATASA and Angela Ramorula of the University of Witwatersrand. We discussed the activities and the importance of teacher associations in South Africa. Also, several activities were identified that would assist in the upgrading of teachers.

On July 28, a tour of Soweto was provided which ended with a visit to the Phefeni Senior Secondary State School, a high school which offers Standard 6-10 and prepares students for the matriculation examination (equivalent to a high school diploma). Thereafter, I toured the Funda Center where the ATASA offices are located. A short briefing was provided by the Secretary General. Next, a luncheon was hosted by Mike R. Rantho, Manager of the Community Participation and Deborah Mabeletsa, Executive Director of Community Affairs at the Urban Foundation. During the luncheon, the discussion centered around the work of the foundation (especially education) and the economic conditions of Blacks in South Africa.

On July 29, a visit was made to the Sefika Lower Primary School (pre-primary to standard 4) in Soweto. One of the innovative experiments was the teaching of English from the pre-primary level through standard 2. The teachers and students were excited about this innovation. This was followed by a visit to the Soweto College of Education, a three-year teacher training institution. I reviewed the curriculum with a view toward the establishment of an articulation agreement with the College. One of the striking features observed was the fact that it was necessary for pupils from the schools to be transferred to the College in order for student teaching to take place. This was due to the fact that school boycotts were common and the College officials feared that if the teachers were in the school, disruption could occur at any time. The afternoon was spent with Tim Bork, Director of the USAID Mission and Carlos Pasqual, Educational Officer in Pretoria. We discussed the goals and objectives of the ABC Consortium.

On July 30, I departed for Richards Bay which is approximately 250 miles from Johannesburg. The Secretary General of NATU greeted me upon arrival. He provided a tour of the area and transported me to a lower secondary school (standards 6 through 8) which possessed little or no modern equipment. This was followed by a visit to the University of Zululand where a luncheon was hosted by A.J. Thembela, Vice Rector for Academic Affairs and Research and President of NATU, as well as a subsequent meeting with A.C. Nkabinde, Rector and Vice Chancellor of the University. Again, the goals and objectives of the ABC project were discussed and the Rector expressed an interest in developing a relationship with the Consortium and individual institutions.

On July 31, I traveled by automobile to Durban to be greeted by T.B. Shandu, Vice President of ATASA. A tour of the Mangosuthu Technical College was provided. The Secretary General of ATASA hosted a dinner which included the leadership from the TASA (Indians); NTS (Whites); and ATASA (Blacks). The leaders candidly discussed their aspirations for South Africa and resolved to work together in the creation of a more effective and equitable educational system for the country. This was a significant meeting inasmuch as three of the major ethnic groups were present and sitting at the same table.

On August 1, I flew to Capetown where I was greeted by the leaders of the Coloured teachers association, the Union of Teachers Association of South Africa (UTASA). Later that afternoon, I went to the home of Franklin A. Sonn, Rector of the Peninsula Techniko, who had just returned from the historic meeting in Dakar, Senegal, which included some White leaders of South Africa meeting with the leadership of the African National Congress. Sonn, the National President of the UTASA and Chairman of a minority-controlled foundation, which recently received a gift of 20 million rands from American companies, was one of two Coloureds who had been invited to attend the Dakar meeting. Much of our discussion centered around the dynamics and issues discussed at the meeting. During a banquet for the South Africa Rugby Union (an interracial group), I acquainted him with the goals and objectives of the ABC Consortium and sought his support. At the dinner, I was introduced to K. Partridge, Managing Director (President) of Carlton Paper, a subsidiary of Kimbley Clark.

On August 2, a tour of the Peninsula area was conducted by the Secretary/Treasurer of UTASA, J.S. George Strauss. Later that afternoon, I met with the Director of the Cape's TOPS Program and discussed how the activities of ABC might interface with that program. Also present at the meeting was the other Coloured, Randall Van Den Heever, Deputy President of the CTPA who attended the Dakar meeting. Van Den Heever discussed his experience at the meeting, as well as his involvement in the development of instructional materials for the TOPS Program.

On August 3, I met with the Vice Rector of the Peninsula Techniko. We discussed the ABC project and he expressed an interest in collaborating with us. Also that morning, I visited the University of the Western Cape. I was given a tour of the campus and had lunch with 12 faculty and staff members. During the luncheon, we discussed the ABC project, as well as the problems of apartheid in South Africa. During the afternoon, a visit was made to the University of Capetown, hosted by Professor Ashley, the former Dean of the Department of Education. He acquainted me with some of the innovative and creative activities that are taking place in the field of education. My next stop was at Crossroads which provided me with an opportunity to view some of the worse degradation and poverty to be found. The evening was spent in the home of the Ashleys where several university administrators and professors joined us for a discussion regarding the efforts made by the ABC Consortium to upgrade the credentials of the Black teachers.

On August 4, a visit was made to a Coloured secondary school where Strauss

was principal. This school was better equipped than the majority of the Black schools that were observed in the country. The students were well-disciplined and the faculty and staff were motivated. Later that morning, I returned to Johannesburg for a meeting with the Secretary General of ATASA and his staff to discuss the follow-on proposal. During this meeting, we prioritized the activities for inclusion in the follow-on proposal which was followed by a review of the administrative structure of ATASA.

On August 5, I visited the PROMAT Program in Pretoria. The program is established to provide training for teachers who need to take the matriculation examination. This was an important visit since ABC is providing funds for 36 bursaries through this program. Also, it has been recommended that ABC collaborate with PROMAT in the re-establishment of a teachers training college in Pretoria. Also, observed was a computer-based learning program which had been developed by a private company in Pretoria. A luncheon meeting was held with the director and education coordinator of the USAID Mission. Activities were discussed that might be included in the follow-on proposal.

On August 6, a visit was made to the Molapo Technical College in Soweto which is designed to train teachers in technical areas. The College was moderately equipped with much of the equipment having been donated by American and Israeli companies. A final meeting was held with the ATASA officials where we reviewed their financial statements relating to this project. An exit interview was held at the airport with Carlos Pasqual regarding future endeavors of ABC.

## THE EDUCATIONAL SYSTEM

As was the case in most third world countries, the concept of western education was introduced to the indigenous population of South Africa by the missionaries. Schools were mainly established for those who accepted the Christian religion and resided near the church. It is quite evident that provisions were not made for the participation of those who had not been converted to Christianity. In fact, this system resulted in the classification of Blacks into two classes, the educated and non-educated and simultaneously into the Christian and non-Christian classes. Missionary education lasted until 1952 when it was replaced by the Bantu Education system which was created by H.F. Verwoerd who later became Prime Minister of the country.

"The native should be educated for his station in life" was the philosophy expressed by Verwoerd. This concept of education for Black South Africans had been expressed over a half century earlier by the Superintendent/General of Education in the Cape when he stated that Blacks should be trained to "use efficaciously the spade and the hoe, the plane and the saw, the mason's trowel and the plum-line."

The Bantu System was based in large measure upon the principles established by the Institute for Christian National Education (CNE) which was established in 1948. The CNE proposed a separate educational system for the Blacks and Whites which resulted in the continuation of a separate and unequal education system for Blacks. Provisions were made for a lower primary school, a higher primary school and a series of post-primary schools. In 1958, a

separate department of Bantu Education was established for Blacks which is now known as the Department of Education and Training (DET). To segment the educational system further, in 1962, a Coloured department was established and in 1965, an Indian department was established. It should be noted that the independent and non-independent homelands have separate systems.

Bantu Education was designed to provide educational opportunities for the masses. One of the dichotomies of this system was that during the transitional period, many Blacks were not prepared to accept a value-neutral educational system which made no provisions for the inclusion of their heritage, tradition, culture or history. As a result of the discontinuity between their tribal lifestyles and the educational traditions found in the European system, it soon became perfectly clear that the Black South Africans "station in life" was being relegated to that of a permanent underclass. Additionally, owing to discrimination against Black schools in funding, credentialing of teachers and the physical plant, there was no doubt that an inferior education was being provided to the majority population. Frustration evolved as the Blacks observed and raised questions regarding the effectiveness and usefulness of this type of education.

Another impediment to Black education was corporal punishment which is still practiced in most schools including post-primary ones. Of course, most modern psychologists point out that it limits the initiative of pupils and that it may interfere with the learning process. To complicate the situation further was the controversy regarding languages in the schools. During the first four years of school (up to standard two), pupils were taught in their mother

tongue, e.g., Sotho, Xhosa and Zulu. Thereupon, the instructional medium became English which was a foreign language to most Black South Africans. Therefore, it is no wonder that many educationists have concluded that by the time the majority of Blacks enter school, their cognitive skills have already been retarded and it becomes impossible for them to catch up with their White counterparts and to become competitive in the job market.

## FINDINGS

Although some changes have been made in the education of Blacks in South Africa, for the most part, the system is still based upon the Bantu model. Nevertheless, since 1976, some attempts have been made to bring the Black system in line with that of the other ethnic groups. For example, the school year is the same, including 195 days, and all schools are divided into three divisions: lower primary, higher primary and secondary. As shown below, the structure of each racial group is not the same.

		White & Asian	Coloured	Black
12	Standard 10	Senior Secondary Phase	Senior Secondary Phase	Senior Secondary Phase
11	Standard 9		Junior Secondary Phase	Junior Secondary Phase
10	Standard 8			
9	Standard 7			
8	Standard 6	Junior Secondary Phase	Senior Primary Phase	Higher Primary Phase
7	Standard 5			
6	Standard 4	Senior Primary Phase	Senior Primary Phase	Lower Primary Phase
5	Standard 3			
4	Standard 2			
3	Standard 1	Junior Primary Phase	Junior Primary Phase	Lower Primary Phase
2	Substandard A			
1	Substandard B			

Upon the completion of Standard 10, pupils qualify to sit for the matriculation examination. The credentialing process for teachers is the same in all systems. They include Standard 6, Junior Certificate, National Technical Certificate, Standard 10 with Primary Teachers Certificate, Standard 10 with Junior Secondary Teachers Certificate, Standard 10 with three years Teacher Training,

a Degree Incomplete and Degree. Each system has its own education ministry which includes a minister, regional directors, inspectors, subject supervisors and principals.

Major changes in the Black system of education did not occur until several years following student rioting which began in Soweto on June 16, 1976: One of the major causes for this riot was a dispute between the Blacks and Whites over the use of the mother tongue and/or Afrikaan. The first positive reaction did not occur until the De Lange Commission was established by the Human Sciences Research Council four years later. The Commission, chaired by J.P. De Lange, Rector of Rands Afrikaan University and also included representatives from the four major ethnic groups. The Commission's recommendations and findings regarding educational concerns concluded that equal educational opportunities should be provided for all South Africans; one Minister of Education should replace the existing ones; and a South African Council of Education should be established with representation from all ethnic and constituent groups. In accordance with these recommendations, a ministry of national education, with limited authority, has been established and membership to a multi-racial Council of Education has been announced. Although equal opportunity in education has not been achieved, some progress has been reported.

### Funding

In recent years, increased funding has been allocated by the State for Black education. The allocation for the operation of DET schools in

the White-designated areas increased by 29.3 percent in 1985-86 over the previous year's. However, despite the increase, more funds were budgeted for the 12.6 percent White enrollment than for the 74.4 percent Black enrollment. Of the educational budget, almost 50 percent was expended for Whites; 32.5 percent for Blacks; 12.1 percent for Coloureds; 5.4 percent for Indians; and 1 percent for the Department of National Education.

Total Education Expenditures: 1985-86

	<u>RANDS</u>
Black Education in the White-designated Areas	917,486,000
Education in the Non-Independent Homelands	498,275,133
Education in the "Independent" Homelands	526,788,180
TOTAL FOR BLACKS	1,942,549,313
White Education	2,973,697,000
Coloured Education	724,065,000
Indian Education	323,986,000
Department of National Education	4,872,000
<b>TOTAL</b>	<b>5,969,169,313</b>

Per Capita Expenditures

The same trend can be observed in the most recent data available regarding per capita expenditures for the 1984-85 academic year.

	<u>Including Capital Expenditure Rands</u>	<u>Excluding Capital Expenditure Rands</u>
Black (in White Areas and Non-Independent Homelands)	292.86	227.29
Coloured	708.32	639.04
Indian	1182.00	1112.00
White	1926.00	1702.00

#### Teacher Salaries and Qualifications

Beginning on October 1, 1985, the government instituted a policy which provided for parity in the salary scales of all teachers. Nevertheless, F.W. De Klerk, Minister of National Education, admitted that "although good progress is being made with the elimination of disparities, in practice the process cannot be implemented faster than available funds will allow." To complicate this situation further, the majority of Black teachers are underqualified and do not have the training or credentials to receive the higher salaries. Since the scale is based upon the type of certificate held, most Black teachers salaries are still at the bottom of the ladder. Educationists in South Africa consider a post-standard 10 certificate or diploma as being the minimum qualification for a teacher. Based upon this criterion, in 1984, 70.2 percent of the Black teachers had not attained this level and only 2.2 percent had received a university or college degree. A review of the data will demonstrate the correctness of the above assumption. The data from the independent homelands are excluded.

**Qualifications of teachers in Black schools (excluding Transkei, Bophuthatswana, Venda and Ciskei).**

Professionally qualified, but with given school leaving-standard	Black	White	Total	%
Standard (Std) 6	6,048	1	6,049	6.3
Junior certificate	39,065	4	39,069	40.9
National technical certificate	588	15	603	0.6
Std 10 with primary teachers certificate	17,416	88	17,504	18.3
Std 10 with junior secondary teacher's certificate	5,846	42	5,888	6.2
Std 10 with three years teacher training	902	163	1,065	1.1
Degree incomplete	1,753	90	1,843	2.0
Degree	1,736	339	2,075	2.2
<u>Sub-total</u>	<u>73,354</u>	<u>742</u>	<u>74,096</u>	<u>77.6</u>

**Qualifications of teachers in Black schools (excluding Transkei, Bophuthatswana, Venda and Ciskei).**

No professional qualification, but with given school-leaving standard	Black	White	Total	%
Junior certificate or lower	13,327	44	13,371	14.0
National technical certification	281	29	310	0.3
Matric or senior certificate	7,021	71	7,092	7.4
Degree incomplete	215	12	227	0.2
Degree	377	66	443	0.5
<u>Sub-total</u>	<u>21,221</u>	<u>222</u>	<u>21,443</u>	<u>22.4</u>
Total	94,575	964	95,539	100.0

### Pupil/Student Ratios

It is estimated that today there are more than 70,000 Black teachers who have not passed the matriculation examination, yet they are expected to teach a disproportionate number of pupils. In 1985, for example, the pupil/teacher ratios were as delineated below (excluding the independent homelands).

<u>Whites</u>	<u>Indians</u>	<u>Coloureds</u>	<u>Blacks</u>
18.7 to 1	22.5 to 1	25.4 to 1	42.2 to 1

The greatest ratio to be observed was found in the homelands. Let me cite but two examples: in the Transkei Primary Schools it was 67 to 1, and in the Gazankulu Primary schools it was 54 to 1.

### Matriculation Examination

To say the least, Black teachers have made some progress in regard to their successful completion of the matriculation examination. Although there has been a significant increase in the number of Blacks who sit and pass the matriculation examination, the success rate does not equate with the demands for additional teachers. In 1983, some 48.3 percent of the Blacks who sat for the examination passed and in 1984, there was a slight increase with 48.7 percent of the candidates passing. This can be contrasted with the pass rate of other ethnic groups: 73.4 percent of the Coloureds; 86.8

percent of the Indians; and 91.4 percent of the Whites. Again, in this category, the Blacks fall at the bottom of the pack.

There are attempts on the part of the government to provide assistance to those who are interested in studying for the matriculation examination. For example, in the 1983-84 fiscal year, 4.3 million rands were allocated for bursaries. Additional bursaries were provided through private companies and trusts. In 1985, the USAID sponsored 120 bursaries for Black South Africans to study in the United States, however, upon close scrutiny, it was determined that undergraduate teacher education was not included. Furthermore, several United States companies have provided bursaries for the training of Blacks. It should be noted that during 1987, the ABC Consortium has provided 36 bursaries (through USAID) for the upgrading of teachers who have not passed the matriculation examination.

#### Teacher Training

To be sure, there is a shortage of qualified Black teachers in South Africa. Based upon the number enrolled in teacher training programs, this problem will continue for years to come. According to the most recent available data, 1984, there were 32 teacher training colleges with a total enrollment of 17,544 students in comparison with a total enrollment of 19,967 students in 1983. Additionally,

there were 20 teacher training colleges in the independent homelands. It should be noted that 4,355 (93.4 percent) of the candidates passed their final examinations at the end of 1983.

The extent of the teacher shortage can further be seen in the number of candidates who actually received university degrees in education -- Bophuthatswana 22, Fort Hare 52, The North 59, Transkei 11 and Zululand 79. On the other hand, only 421 candidates received teaching diplomas from these universities. Not included in the numbers mentioned above are those students who received their degrees from the University of South Africa (a correspondence institution) or White universities. The implication which can be drawn from the above data is that additional teacher training colleges are needed in order to successfully impact the teacher shortage problem in South Africa.

#### Pupil Drop-Out

Based upon research studies conducted by the University of the Orange Free State, it appears that the drop-out rate has increased by almost 8 percent between 1982 and 1984. The studies assumed that any pupil who drops out between sub-standard A and standard 2 is not literate, meaning that in 1984, 355,950 students left school illiterate or semi-literate. To further confirm the notion that the drop-out rate is a problem, while in South Africa I observed school-aged children roaming the streets. I spoke with several

of them, as well as with teachers who confirmed that they were drop-outs. Speaking on the drop-out issue and the effect it has on Black education, Chris Ball, Managing Director of the Barclays National Bank stated that it produces "a vast unemployable and untrainable mass." The number of Black pupils leaving school in 1982 and 1984 were:

	<u>1982</u>	<u>1984</u>
With less than Sub-A	156,558	161,650
With Substandard-A through Standard 2	192,380	195,300
With Standard 3 to 5	130,272	134,400
With Standard 6 to 8	116,378	130,700
With Standard 9 to 10	63,659	82,300

There are several issues which contribute to the drop-out problem. First of all, the value of a western education has not been instilled in the minds of many Blacks, especially those who reside in the rural areas. They are unable to conceptualize the close ties that exist between education and employment. Often times employment opportunities for Blacks, especially males, are not in close proximity to their homes. Therefore, it becomes necessary for them to seek employment miles from home and to live in hostels for months, leaving the female in charge. She may or may not have complete control of the children.

The Black education system in South Africa does not encourage Blacks to attend school inasmuch as in 1984, only 8.8 percent (151,107) were involved in compulsory education. Provisions for compulsory attendance were made only in communities where the school committees requested it. Although the number of schools with double sessions have decreased, this practice is more prevalent in Black schools than White's, which also contributes to the drop-out rate. Farm and mine schools are owned by the landowners who in many instances decide when schools are in session. It is my understanding that some owners encourage students to drop out for economic gains. In urban areas, it is becoming common for both parents to work outside the home leaving around 6 or 7 in the morning and returning around 6 or 7 at night. In the meantime, the children are left unattended and many of them never go to school.

Pre-primary schools are still rare in South Africa (in 1985, there were 98 for Blacks in the White designated areas while 1496 existed for Whites). Therefore, the majority of Black students do not get a head start in school. It is apparent that they need it the most. For educationist agreed that they are retarded in terms of cognitive skills before entering school. Another factor which affects the drop-out rate is the lack of innovative teaching techniques which can be attributed to the lack of training of the teachers. The most common pedagogy in the country is rote learning. Additionally,

the majority of the schools do not have modern teaching aids.

A final issue must be mentioned which impacts the drop-out rate. Since 1985, several country-wide school boycotts have occurred and hundreds of young Blacks have been incarcerated (detained). Boycotts are called to protest the apartheid system in South Africa. In fact, a few of the student leaders have gained so much respect that the opinion of school officials have become secondary. The down side of this is that the less motivated pupils do not return to school and they join the ranks of the drop-outs and illiterates.

### Special Programs

In an effort to help alleviate the ills which apartheid has inflicted upon the Black educational system, several agencies and groups are involved in providing assistance for the purpose of upgrading teachers. ATASA has identified at least 80 in-service programs for teachers (not included in this number are several programs offered by church groups, small non-profit agencies and individual efforts carried out by colleges and universities and proprietary organizations). They range from traditional college and university types to innovative and creative ones established through the private sector. It is fair to say that some of these are first class, while others leave a great deal to be desired.

Let me succinctly review several of these initiatives. The Urban Foundation, funded through contributions from the private sector, including Sullivan signatories, allocated 17.3 million rands to 249 projects over a seven year period ending in 1984. Although the mission of the Foundation is broader than education and training (housing and free enterprise economics), over a third of its budget is used to foster educational programs. The priorities of the Foundation include: conducting research and negotiations; non-formal education (pre-school, technical and adult); and in-service education and training of teachers.

There are several programs in the Funda Center, an arm of the Urban Foundation, which impact education. The Center, located in Soweto, is designed to foster creative ideas and to develop community based projects. In the area of education emphasis is placed upon non-formal education, including enrichment programs which fall outside of the State-operated system. Among the Center's programs are the Adult Education and Training Resource Center, a teachers' center which serves as a meeting place for those who are interested in discussing educational issues; a library; the Council for Black Education and Research; and the offices of ATASA.

Project Matric, better known as PROMAT is a college founded in 1983 for the purpose of providing a full year of intensive training

for unmatriculated Black adults who will sit for the matriculation examination. More specifically, the program is designed to offer assistance to experienced Black teachers who want to pass the examination and who qualify for a leave with pay for a year. Additional teachers attend on bursaries provided by other groups. For example, this year ATASA is providing 36 bursaries for teachers in this program through a grant from the ABC Consortium funded by USAID.

Today, PROMAT College consist of three sites: Pretoria (160 students), Spartan (180 students) and Springs (no data). ATASA has fully endorsed the PROMAT concept. It is also my considerate opinion that the concept of PROMAT is excellent, however, due to the limited resources and facilities, its impact in training the masses of Black teachers is minimal. In other words, additional resources are needed. Finally, PROMAT needs to fully integrate its staff. The next major goal of the officials of PROMAT is the re-establishment of a teachers training college in January 1989. USAID/Pretoria has suggested that ABC collaborate in its founding.

The Read, Educate and Develop (READ) Program is designed to facilitate reading through the development of libraries and to assist teachers and pupils in the appreciation of books. Training and workshops are offered to teachers. The success of the project is demonstrated through the impact it has had in providing books

to primary schools, secondary schools and technical and teacher training colleges. By 1985, it is estimated that 1765 teachers had acquired skills in library science through this program.

An Adopt-a-School Program has been operational for a number of years. Initially, this program functioned without the knowledge and approval of the government. However, in recent years, DET has encouraged and collaborated with the private sector in the establishment of these ventures. American companies have established this type of relationship with 401 schools. From 1980 through 1986, these companies invested approximately 9,250,000 rands in the Adopt-a-School Program, including 3,030,000 rands in 1986. One example of this program is Dow Chemical that adopted Phefeni Senior Secondary State School in Soweto, which the writer visited while in South Africa. Dow provided the school with equipment, teaching aids, bursaries and scholarships. However, according to school officials, this aid terminated with the implementation of the sanctions by the United States. One community leader responding to the enactment of sanctions said cynically, "we were left to stew in our juices."

The Teacher Opportunity Programs (TOPS) was established to provide assistance to Black and Coloured teachers in the upgrading of their skills and credentials. This is another private sector initiative. One of the major supporters is the Mobil Oil Company. The program offers bursaries to teachers who are preparing to write the

matriculation examination. Methodology is another component which is designed to improve the professional "competence and pride" of teachers. In addition, training is offered for inspectors, principals, department heads and other supervisors in the area of management.

The South African Institute of Race Relations operates a program on Saturdays to enhance the study skills of the functionally illiterates. Also, the Institute has the responsibility of administering bursaries for over 50 groups, including foreign governments and churches.

The University of the Western Cape Outreach Program is a computer-based science and mathematics project which began in 1982. Initially, the center operated 20 terminals to provide instruction for Black and Coloured pupils to improve their skills at standard 9 and 10. This program was also used to impact the performance of pupils on the matriculation examination. After a period of two years, scores in science increased by 25 percent and in mathematics by 40 percent.

The University Preparation Program, established in 1986, is a bridging program for pupils at standards 9 and 10. It has developed materials in such disciplines as physical science, mathematics and English. The alternative education program is based upon the tutorial model. It is designed for self-teaching which can provide opportunities

for pupils to study in formal and informal situations. Black South African educationists feel that this project is a failure. One reason given was that during its developmental stage, limited input was sought from them.

The South African Committee on Higher Education (SACHED), founded in 1958, is privately funded with modest fees coming from students. The program offers bursaries, as well as tutorial activities for its students. These forms of assistance are utilized by students studying in university-level correspondence programs and for those who are preparing to write the matriculation examination.

Additionally, the American captains of industry have accepted the challenge issued by Desmond Tutu when he said "you (should) invest massively in Black education and training, not only of your labor force but for the entire community . . . In this way you could work for the dismantling of apartheid instead of making it slightly more comfortable." The private sector in the United States has supported numerous educational initiatives. David Wiley, Director of the African Studies Center at Michigan State University has identified 27 American supported educational programs designated to aid Blacks -- six university programs, two religious organization programs, 16 public voluntary organization and foundation programs and three federally supported programs. He readily admits that his list is not exhaustive. Furthermore, from 1978 through 1986,

the Sullivan signatory companies contributed approximately 128,000,000 rands to support Black education and training projects -- 49 million rands for their employees, 46 million rands for non-employees and the remainder used to support diverse initiatives. The majority of these funds went toward scholarships and bursaries. In fact, in 1986 almost 10,000 students attended post-secondary institutions on scholarships from United States companies.

## RECOMMENDATIONS

If South African Blacks are to take a quantum leap, it is necessary for education to become the centerpiece. Therefore, based upon observations during my visit, a review of the literature and my professional experience, I should like to make the following recommendations for your consideration.

- o It is recommended that ABC and ATASA continue and expand the harmonious working relationship which has already been established.
  
- o It is recommended that ABC work with USAID and private industry to increase the number of bursaries. It is relatively apparent that the overwhelming majority of Black teachers are underqualified or unqualified for their positions. In accordance with discussions held between ABC, ATASA and - USAID/Pretoria, it is further recommended that the activities delineated herein be included in the 1987-1988 follow on proposal for consideration by USAID: 72 bursaries (\$1500 each) to be used for matriculation training at PROMAT; 120 bursaries (\$300 each) for upgrading at Vista University; at least 10 scholarships for ATASA's leaders to study at ABC institutions for six months; the establishment of an ABC office in South Africa; ABC's involvement in the re-establishment of a teachers training college in Pretoria; and administrative funds for ABC and ATASA.
  
- o It is recommended that ABC should accept the responsibility for evaluating the diversified educational programs in South Africa with

the aim toward consolidation and where possible, the elimination of duplications.

- o It is recommended that ABC establish an Institute in South Africa to collaborate with South African colleges and universities in offering degrees, as well as working with teacher associations, other educational groups, the private sector and USAID. The Institute should include a research arm that will be responsible for finding and analyzing data regarding South African educational initiatives in both countries.
- o It is recommended that ABC sponsor programs that involve teachers association members from the different racial groups in South Africa.
- o It is recommended that working through USAID and the private sector, ABC finance at least 100 scholarships for highly motivated teacher education students to study at ABC institutions each year.
- o It is recommended that ABC and ATASA participate in the next annual meeting of the National Association for Equal Opportunity in Higher Education (March 1988).
- o It is recommended that ABC coordinate an annual conference on South African education involving the Sullivan signatory companies,

foundations, government officials, scholars, teacher association leaders, and others with an interest in the education of Black South Africans.

- o It is recommended that ABC collaborate with the READ Program in providing books for libraries throughout the country. It would be appropriate for ABC to work with churches, fraternities and other civic groups in this endeavor.
- o It is recommended that pursuant to the recommendations of the Secretary of State's Advisory Committee on South Africa, ABC establish an educational foundation to work closely with the Industrial Support Unit of the Sullivan Signatory companies, foundations, the United States government and other interested groups in an effort to coordinate educational programs and to distribute American funds in South Africa.
- o It is recommended that the teacher education faculties at ABC institutions establish an exchange program with White and Black universities in South Africa.
- o It is recommended that ABC coordinate a cultural exchange program involving Blacks from South Africa and historically Black colleges and universities in America.

## CLOSING COMMENTS

The educational system in South Africa suffers immensely due to the apartheid laws which require a separation of the four major ethnic groups. To be sure, an inferior system exist for the Blacks. It is a chilling experience to visit a Black school in South Africa. Upon entering the best of the schools, one is immediately struck by the scars left by years of neglect. Although students show signs of motivation, one look into their eyes reveal that they are worried about their future--that is, if they have one. The unqualified teachers give it their best, but their best is not enough. The teaching process is constantly interrupted by boycotts and even in-service training programs. Discipline which has always been a high priority in the African culture, has become a joke in many schools, especially urban ones. A minority of the schools have innovative and creative pilot projects which hold great potential. However, the majority of the schools are still antiquated. An example of this can be seen in schools with no electricity or inside plumbing or hot water or modern classrooms. One can still observe one room school houses accommodating over 100 students with two unqualified teachers.

Recognizing the plight of their people, most South African Black educationists are expressing guarded optimism regarding the future. They are constantly inquiring about the strategies implemented by Black Americans to improve their conditions. These leaders suggest that apartheid is worse than anything that Black Americans have experienced. Yet, they feel that if help is to come, it must come from Black Americans.

In the midst of all of the despair, there appear to be a glimmer of hope. Let me cite two examples. First of all, even though the Minister of National Education confirms that the concept of multi-racial private schools is against government policy, it is apparent that State officials are ignoring this law for the moment. Evidence gathered while in the country substantiates that multi-racial private schools do exist. Owing to the fact that the existence of these schools violate policy, enrollment data are not available. Nevertheless, since the government has decided not to challenge these schools, it is indeed a sign of hope. Horace Van Rensburg, a member of the Progressive Federal Party told Parliament that these private schools exist "quietly and without incident on a fairly substantial scale." Furthermore, it is his prediction that once the conditions are right, "it will be possible for the government to start opening public schools to children of all races."

Second, the leadership of the teachers associations which represent the four major ethnic groups have begun to talk and plan for a system of education based upon equality. They know that regardless of the plight of apartheid, a trained and literate society must exist and that the Black "talented tenth" will play an important role in shaping the future of the country. Therefore, the major ingredient that is necessary for the quantum leap is **education, education and more education.**

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