

ACP-EU JOINT PARLIAMENTARY ASSEMBLY

4th session (18 - 21 March 2002) - CAPE TOWN (South Africa)

WORKSHOP

Education and social development

Wednesday 20 March 2002, from 9 a.m. to 1 p.m.

Good Hope Centre - CAPE TOWN

Chairman: Mrs Ntshadi Pilane-Tsheole (South Africa)

Rapporteur: Mrs Sauquillo (PSE, Spain)

DRAFT PROGRAMME

- 9 a.m. Good Hope Centre - EU Meeting Room - speech by Mr MOSIBUDI MANGENA, Deputy Minister for Education in South Africa
- 9.30 a.m. **Departure of buses:** opposite main entrance
sharp
Attention : Limited number of places !
Members will be accompanied by a member of the Minister for Education's staff and also by Dr Anna Strebel (NGO *Headways*)
- 10 a.m. General presentation of the Western Cape Education Department's activities (WCED - Education Management and Development Centre (EMDC))
- 10.45 a.m. **Departure for Khavalitsha**
- 11 a.m. Visit to the primary school VUYANI in Khayalitsha - Meeting with teachers and pupils
- 11.30 a.m. **Departure for Mitchell's Plain**
- 11.40 a.m. Visit to WESTRIDGE High School in Mitchell's Plain - Meeting with teachers and students
Question and Answer session of Members with two students, two students' representatives (*School's Learner Representative Council (LRC)*) and Mrs Cristina Henda (NGO *Capetown Refugee Centre*)
- 12.40 p.m. **Departure of buses for Good Hope Centre**

1 p.m.

Arrival at Good Hope Centre

The format of the workshop is to visit two educational establishments (a primary and a secondary school) in order to establish more direct contact with the education system in South Africa. In view of the time constraints it will not be possible to visit schools in rural areas. It will be possible to deal with the subjects in the following note but not in a formal way. At the second school, a Question and Answer session has been scheduled. Simultaneous interpretation will be available in EN and FR for the Minister's discussion and in consecutive or 'chuchotage' for the visit.

BRIEFING PAPER

Prior to the first democratic South African elections in 1994, education and training in South Africa was fragmented along racial lines. There were 19 distinct, predominantly racially based, Departments of Education each with their own system of administration, management, different quality standards and different syllabi. There was no integration, either at a social or systemic level, nor was there any common data pool to facilitate planning and policy development. There were vastly unequal resourcing patterns, very high drop-out rates and inadequately trained teachers. There was no universal compulsory education.

Teacher: Pupil Ratios: 1976 :

White	1 : 20
Coloured	1: 30
Asian	1: 26
Black	1: 54

Per Capita Expenditure on Education in 1976 (expressed in local currency)¹:

White	R 605
Coloured	R 126
Asian	R 171
Black (in "White" areas)	R 40

Dept. of Bantu Education enrolment figures (by % of total enrolment) 1975 :

Lower Primary	63,99%
Higher Primary	27,4 %
Secondary	8,6 %

The history of differential access to education and training along racial lines and large differences in the quality of schooling led to significant differences in educational attainment of the various racial and income groups. In 1994, the SA Living Standards and Development Survey showed that 95% of all the poor in South Africa were black, and 5% of the poor are coloured. Whites and Asians make up a negligible share of the total poor.

The same survey found that about 50% of the poor had no education or an incomplete primary education, and only 7% had completed secondary education. Approximately 7.5 million people aged 15 or older were illiterate, or functionally illiterate. The rural poor had considerably lower educational achievements than the urban poor did.

From 1976 onwards, the education system had become politically contested with boycotts and protests commonplace, with violence being used increasingly in attempts to silence the protests. By the early 1990's some attempts had been made to introduce a level of reform into the education system, but the

¹ In 2002, one SAR equals around 0.11€

inequalities were still enormous. In 1992, 14% of teachers in black schools did not have any teaching qualifications at all, and 57% were underqualified.

Per Capita Education Expenditure :1992/ 1993: (% change on 1976)

White	R 4 372 (+ 7220)
Coloured	R 2 902 (+ 2322)
Asian	R 3 702 (+ 2165)
Black	R 1 659 (+ 4148)

After the elections in 1994, post-apartheid education became a central component of South Africa's reconstruction and development mission. The political demand for a unified system of education, building democracy, human dignity, equality and social justice was overwhelming. In 1994 a commitment was made to a single non-discriminatory education system, with a common core curriculum and an integrated vocational education and training system, and an increasingly accountable education management system.

Per Capita Education Expenditure:

1995/1996	R 2 384
1996/1997	R 2838

Currently, in the 2002/2003 fiscal year, some 24% of the total budget, amounting to 6% of the GDP, is being spent on education.

Considerable progress has been made on evening out the resource allocation in the education sector, not only through the budget, but also in terms of policy. The National Norms and Standards for School funding, a poverty targeted approach to non-personnel expenditure, has meant that the poorest schools get, on average, 7 times more funding than the richest ones.

In addition, huge investments have been made in school building and rehabilitation programmes. The national teacher: pupil ratio now stands at 1: 34, despite the moratorium placed on the recruitment and training of teachers in the mid-1990's, in an effort to redirect more education expenditure away from personnel to non-personnel expenditure such as school books and capital expenditure.

Whilst accurate figures on school enrolment are not available prior to 1994, currently more than 12 million learners are attending school, representing slightly more than 90% of the 7 - 15 year old age cohort - the age group for which school attendance is now compulsory. Since 1996, some 200 000 students have gained bursaries to attend tertiary education institutions. All of these students would otherwise not have been able to access tertiary institutions because of financial constraints. Over the next 7 years, the Grade R or Reception Year, for the 6-7 year old age cohort will be phased in, and will form part of the compulsory school phase. This phase of early childhood education is crucial, particularly among children growing up amidst poverty. Not only does it allow for early education interventions, but with appropriate inter-departmental co-ordination allows for the extension of nutrition and health services.

Poverty, malnutrition and child health are still major challenges facing South African society. In 2000, 44.5% of all rural children in the age 1-9 cohort were stunted/underweight/wasted, as were 27.5% of their urban peers. Whilst the Primary Schools Nutrition Programme was introduced in 1994, along with free health care for pregnant women and under-5's, this is a sad indicator of continued absolute poverty and income inequality in South Africa. These levels of under nutrition and poverty have stark effects on educational attainment.

In addition, the education system is being increasingly affected by the AIDS/HIV epidemic through increasing numbers of staff becoming infected, and increasing numbers of children being affected or infected by HIV. Currently, neither the education nor welfare systems in South Africa are adequately prepared or resourced to cope with the scale of the problem.

The HIV epidemic has produced large numbers of orphans (currently 371 000 children), and it is estimated that by 2005 a million children under the age of 15 will have lost their mothers to AIDS. At the current rate of infection, with out preventive measures being implemented on mother-to-child transmission, some 6000 babies per month are being born HIV positive. The under - 5 child mortality rate is expected to rise from the 2000 level of 59/1000 live births to 99.5/1000 by 2010. These figures undermine dramatically the real gains made through improved levels of immunisation, and the huge improvement in the supply of safe drinking water and sanitation to schools.

Currently, (2000) trauma and violence remain the most common form of death in the 5 - 15 year old age cohort. In 2000, 21 438 rapes and attempted rapes of children under the age of 18 were reported. In the Western Cape alone, some 2 200 cases were reported to police. It is believed that the reported cases represent 15 - 20% of the total number of cases. Police research indicates that in 83% of cases the survivor knew the perpetrator of the crime. A 1998 Medical Research Council Survey found that teachers committed one in three rapes in South Africa. Whilst this figure has been disputed, and it has been suggested that this figure does not differ significantly from that in other countries, it is not incorrect to state that South African (both primary and secondary) schools are often unsafe places for pupils, particularly girls. Whilst state sponsored violence rendered schools unsafe for South African children during the 1970's and 1980's, they remain unsafe today.

Despite the enormous politically and educationally significant successes illustrated from 1994, major challenges remain to be confronted by the SA education system:

- Improving the quality of education and education management
- Eradicating the resourcing backlogs entirely
- Rationalising the higher and vocational education systems
- Expanding lifelong education provision, both to early learners and adults
- Health and welfare of school going children
- Increasing the safety and security of children at school

Note prepared by the European Commission - Pretoria representation

Statistical Sources:

SA Institute of Race Relations Surveys

SA Health Review 2000

Key Indicators of Poverty in SA (Ministry in the Office of the President, 1995)

SA Transformation for Human Development Report 2000 (UNDP)

Skills Development Strategy, Dept of Labour 2001

Dept of Education, Annual Report 2000/2001

The Star (11/3/2002) Child Abuse Survey