

CRITICAL REVIEW OF
POLICY AND PROVISION
OF PRE-PRIMARY EDUCATION
IN SOUTH AFRICA
(1925 - 1994)
with particular reference to
the Natal
Provincially/Departmentally
Controlled Pre-Primary System
(1975 - 1994)

by

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Durban
1994

Volume 2

Annexures

NOTE:

The following documents are filed in *date order*, as the writer feels that this is an accessible form of presentation which gives a more coherent picture of events as they occurred.

| | |
|---|---|
| Annexure 1 TPA, (1966) | <u>Memorandum on Nursery Education</u> |
| Annexure 2 NED, (1966) | NED Memorandum to EXCO (NPC) <u>Practice and Policy in regard to</u> <u>Nursery School Education</u> |
| Annexure 3 Administrators' Conference, (1967) | <u>Progress Report from the</u> <u>Administrators' Conference:</u> <u>Policy in regard to Nursery</u> <u>School Education</u> |
| Annexure 4 NED, (1969a) | NED Memorandum to EXCO (NPC) <u>Nursery School Education</u> |
| Annexure 5 NED, (1969b) | NED Memorandum to EXCO (NPC) <u>Administrators' Conference,</u> <u>September 1969</u> <u>Nursery School Education:</u> <u>Financial Implications</u> |
| Annexure 6 NED, (1969c) | NED Memorandum to EXCO (NPC) <u>Administrators' Conference,</u> <u>September 1969</u> <u>Policy and Practice with regard</u> <u>to Nursery School Education</u> |

| | |
|--------------------------|---|
| Annexure 7 NED, (1969d) | NED Memorandum to EXCO (NPC) <u>Administrators' Conference 1969:</u> <u>Policy and Practice Concerning</u> <u>Nursery School Education:</u> <u>Financial and Other Aspects.</u> |
| Annexure 8 NPC, (1970) | <u>Ordinance No 27, 1970</u> to amend Natal Education Ordinance 1969. |
| Annexure 9 NPC, (1971) | <u>Regulation No 320, 1971</u> Regulations Governing the Establishment, Registration and Payment of Grants to White Nursery Schools. |
| Annexure 10 NPC, (1974a) | NED Circular No. 36/1974 To: Proprietors of all Pre- Primary Schools <u>Pre-Primary Schools</u> |
| Annexure 11 NED, (1974b) | NED Circular No 48/1974 To: Principals of all Pre- Primary Schools <u>Pre-Primary Schools</u> |

| | |
|------------------------------------|--|
| Annexure 12 NED, (1974c) | NED Circular No. 55/1974 To: Proprietors of all Pre- Primary Schools <u>Meetings with Proprietors</u> |
| Annexure 13 NED, (1974d) | NED Circular No 68/1974 To: Proprietors of All Pre- Primary Schools <u>Provincially Controlled Pre- Primary Schools</u> |
| Annexure 14 NED (1974e) | NED Memorandum to EXCO (NPC) <u>Pre-Primary Schools</u> |
| Annexure 15 Malherbe, E.G., (1975) | Letter from Dr Malherbe to Director of the NED <u>Pre-School Education</u> |
| Annexure 16 NED, (1975a) | Letter from Director of the NED to Dr Malherbe <u>Pre-School Education</u> |
| Annexure 17 NED, (1975b) | NED Memorandum to EXCO (NPC) <u>Pre-Primary Schools</u> |

| | |
|-------------------------------|---|
| Annexure 18 NED, (1975c) | <p>Circular No 15/1975</p> <p>To: Principals of all Government Aided Pre-Primary Schools</p> <p><u>Take-over of Pre-Primary Schools</u></p> |
| Annexure 19 NPC, (1975a) | <p><u>Ordinance No 33, 1974</u></p> <p>To amend Natal Education Ordinance 1969.</p> |
| Annexure 20 NPC, (1975b) | <p><u>Regulation No 378, 1975</u></p> <p>Regulations Governing the Establishment, Registration and Payment of Grants to Pre-Primary Schools for the White Group</p> |
| Annexure 21 Arndt, R., (1975) | <p>Presidential Address at the Annual Meeting of the Council of SANSA</p> |
| Annexure 22 SANSA, (1976) | <p>Memorandum from SANSA to the Minister for National Education, the Hon. Dr P.G. Koornhof</p> |
| Annexure 23 NED, (1978) | <p>Letter from the NED to Dr J.T. van Wyk, Department of National Education</p> <p><u>Pre-Primary Education and Places of Care</u></p> |

| | |
|----------------------------------|---|
| Annexure 24 NPC, (1979) | Regulations Governing the Establishment, Registration and Payment of Grants and Subsidies to Pre-Primary Schools for the White Group. |
| Annexure 25 NED, (1979) | NED Memorandum to EXCO (NPC) <u>Use of State Premises for Pre- Primary Purposes</u> |
| Annexure 26 NED, (1985a) | Circular No 20/1985 To 'Principals and Control Committees of all Pre-Primary Schools' <u>Allocation of Teaching Staff</u> |
| Annexure 27 NED, (1985b) | Planning Document The Provision of Pre-Primary Education by the Natal Education Department |
| Annexure 28 Burrows, R., (1985a) | Question to the Minister of Education and Culture, Minister P.J. Clase |

Annexure 29 Burrows, R., (1985b)

Burrows to Director of the NED
Investigation into the Provision
of Pre-Primary Education by the
Natal Education Department

Annexure 30 Burrows, R., (1986a)

Burrows to Director of the NED
Representation of Pre-Primary
School Committees

Annexure 31 Burrows, R., (1986b)

Question to the Minister of
Education and Culture, Minister
P.J. Clase

Annexure 32 Burrows, R., (1986c)

Question to the Minister of
National Education

Annexure 33 Burrows, R., (1986d)

Letter from R. Burrows to
Minister of Education and
Culture, Minister P.J. Clase

Annexure 34 Clase, P.J., (1986)

Minister Clase to R. Burrows
Pre-Primary Policy Standards and
Norms

| | |
|----------------------------------|---|
| Annexure 35 NTS, (1986) | Conference Resolutions Regarding pre-primary education |
| Annexure 36 NED, (1986) | Second Planning Document <u>The Provision of Pre-Primary Education</u> |
| Annexure 37 Clase, P.J., (1987a) | Statement by P.J. Clase, Minister of Education (House of Assembly), on the formula for the financing of education HANSARD |
| Annexure 38 NED, (1987a) | Discussion document distributed at NED Director's Meeting <u>Rationalisation of Pre-Primary Structures and Concomitant Economy Measures</u> |
| Annexure 39 NPPTA, (1987a) | Response to the NTS regarding Proposed NED 'economy measures' in the Pre-Primary Phase |
| Annexure 40 Borrows, R., (1987) | Question to Minister of Education and Culture, Minister P.J. Clase |

Annexure 41 Clase, P., (1987b)

Response by P.J. Clase, Minister
of Education (House of Assembly)
to questions by R. Burrows

Annexure 42 Natal Mercury, (1987a)

'Cut Back in Natal Posts'

Annexure 42 Natal Mercury, (1987b)

'Only Pre-Primary Downgraded'

Annexure 43 NTS, (1987)

Minutes of the NTS Delegation to
the NED Director of Education
regarding downgrading of pre-
primary provision

Annexure 44 NED, (1987b)

Circular No 71/1987
To: Rectors of Colleges of
Education and Principals of all
Government Schools and Private
Pre-Primary Schools
Teaching Posts at Pre-Primary
Schools

Annexure 45 NPPTA, (1987b)

Memorandum supporting the
continuance of the Provincially-
Controlled system of Pre-Primary
Education

- Annexure 46 NPPTA, (1988) Press coverage emanating from
the NPPTA public awareness
coverage on pre-primary
education
- Annexure 47 Clase, P., (1988) Media Statement by Mr P.J.
Clase, MP, Minister of Education
and Culture, Administration:
House of Assembly
Provincially-Controlled Pre-
Primary Schools
- Annexure 48 Botha, C., (1988) Letter from CJ v R Botha, MP
(House of Assembly) to the
Chairman of Seaview Pre-Primary
School
Provincially Controlled Pre-
Primary Schools
- Annexure 49 Steenkamp, P., 1988
Letter from P.J. Steenkamp, MP
(House of Assembly) to the
Chairman of Sea View Pre-Primary
School
- Annexure 50 House of Assembly, (1988)
Extracts from Education Affairs
Act (House of Assembly) 1988

Annexure 51 DEC (House of Assembly), (1988)

Konsepregulasie Betreffende die
Registrasie en Subsidiering van
die Private Pre-Primêre Skole -
wet of Onderwysaangeleenthede
(Volksraad) 1988

Annexure 52 NEC, (1988)

Response to draft regulations
Education Affairs Act (No 70 of
1988)
Registration and Subsidisation
of Private Pre-Primary Schools

Annexure 53a COH Ad-Hoc Committee, (1988a)

Kort verslag: Tweede Vergadering
van die Ad-Hoc Komitee Pre-
Primêre Onderwys

Annexure 53b (COH Ad-Hoc Committee, (1988b)

Ad-Hoc Komitee
Pre-Primêre Onderwys:
Vorderingsverslag

Annexure 54 COH, (1988)

Verdere Verslag van die Ad-Hoc
Komitee Insake Pre-Primêre
Onderwys

| | |
|--------------------------------|--|
| Annexure 55 FedPASA, (1988) | Letter from L. Harris (FedPASA) to Dr F.L. Knoetze (Chairman of the COH Ad-Hoc Committee on Pre- Primary Education) |
| Annexure 56a NTS, (1989a) | President's Statement to Members (regarding staff-cuts) |
| Annexure 56b NED, (1989) | Press Statement by the NED Executive Director: Education |
| Annexure 57 Clase, P., (1989) | Letter from P.J. Clase (Minister of Education and Culture - House of Assembly) to R. Burrows Subsidising and Staffing 1990: Pre-Primary Schools in Natal |
| Annexure 58 Daily News, (1989) | Press articles on teacher cuts in the pre-primary phase |
| Annexure 59 TFC, (1990) | Letter from TFC to the NTS Staffing: Natal Education Department |
| Annexure 60 NTS, (1989b) | Letter of request for an interview with The Superintendent General and/or Mr de Jager |

Annexure 61 De Villiers Terblanche, J., (1990)

Toespraak ten tye die
Jaarvergadering van die
Belangegroep Pre-Primêre
Onderwys van die Transvaalse
Onderwysvereniging

Annexure 62 Mondstuk, (1990) " ñ Toekoms vir Pre-Primêre
Onderwys "

Annexure 63 Education News, (1990)

" Pre-Primary Education - Closer
to a Solution? "

Annexure 64 Daily Dispatch, (1990)

" Pre-primary funds à departmental
decision "

Annexure 65 Natal Mercury, (1990)

" Scheme threatens pre-primary
schools "

Annexure 66 House of Assembly, (1990)

Education Affairs Act (House of
Assembly), 1988
Regulations Relating to the
Registration, classification
and Subsidisation of Private
Pre-Primary Schools.

| | |
|---|---|
| Annexure 67 NED, (1990) | <p>Letter from the Director of the NED to the NTS</p> <p><u>Pre-Primary Regulations</u></p> |
| Annexure 68 Burrows, R., (1990) | <p>Question to the Minister pf Education and Culture. Minister P.J. Clase</p> |
| Annexure 69 Natal Mercury, (1990) | <p>"Pre-primary teaching probe"</p> |
| Annexure 70 NPPTA, (1990) | <p>Memorandum to the NEC Motivating the Rejection of the Private Per Capita Subsidy System for Natal Pre-Primary Schools</p> |
| Annexure 71 NTS, (1990) | <p>Letter to the Minister of Education and Culture</p> <p>re: Natal Pre-Primary Education and the Proposed Introduction of Private Per Capita Subsidies</p> |
| Annexure 72 DEC (House of Assembly), (1990) | <p>Memorandum on the Financing of Pre-Primary Education.</p> <p>(included in NEC agenda June 1990)</p> |

| | |
|-------------------------------------|---|
| Annexure 73 NPPTA, (1991a) | Information letter to members |
| Annexure 74 NED, (1991a) | Letter from Director of NED to R. Burrows Pre-Primary Funding |
| Annexure 75 NED, (1991b) | Press release by the NED Executive Director: Education, regarding staff cut-backs |
| Annexure 76 NPPTA, (1991b) | Letter from the NPPTA to the Director of the NED Staffing Cuts: Pre-Primary Phase |
| Annexure 77 NED, (1991c) | Letter from the Deputy Director of the NED to NED Principals Press Release by the Executive Director: Education |
| Annexure 78 NED, (1991d) | Circular Minute No 43/1991 To Principals of Provincially Controlled Pre-Primary Schools <u>Staffing of Pre-Primary Schools:</u> <u>1992</u> |
| Annexure 79a Financial Mail, (1991) | " Education Looming Despair " |

Annexure 79b Sunday Tribune, (1991)

"A Crisis in the Classroom"

Annexure 79c Natal Mercury, (1991)

"No Reprieve for Natal Teachers"

Annexure 80 NTS, (1991)

NTS Update

"Staff Cuts"

Annexure 81 Clase, P., (1991) Letter from P.J. Clase (Minister of Education and Culture - House of Assembly) to Mrs Robinson (NPPTA)

Education Provision: Need for a Sound Foundation

Annexure 82 NPPTA, (1991d)

NED letter to the NPPTA

Formative Phase Education

28 June 1991

Annexure 83 NED, (1991e)

Letter from NPPTA to Director of the NED

NPPTA Document on Formative Phase Education

19 August 1991

Annexure 84 NPPTA, (1991d) NPPTA letter to Min P.J. Clase
Document: Formative Phase
Education: Foundation for the
Future
21 August 1991

Annexure 85 KZ-N/PP, (1993) Interim Report of the KZ-N Sub-
Committee on Pre-Primary
Education
Durban

TRANSLATION :

Annexure 1
TPA, (1966)

TRANSVAAL PROVINCIAL ADMINISTRATION :

MEMORANDUM ON NURSERY EDUCATION.

(For Distribution to Administrators of other Provinces for discussion on the 18th January).

A. THE NECESSITY FOR NURSERY EDUCATION.

1. The necessity for nursery education, seen against the background of the present social order, is acknowledged throughout the Western world and even in the East; for this reason nursery education is found there.

This movement arisen out of a realisation of the necessity of assistance to certain homes by the provision of nursery education to the pre-school child from about his second year until he reaches compulsory school age which varies from the sixth to the seventh year. These years are regarded as the age when the child is particularly susceptible to the impressions which to a great degree determine his later development.

2. On account of the great formative value of nursery education it forms an integral part of the educational systems of most Western European countries. In Britain (England, Wales and Scotland) nursery education is regarded as an inseparable part of primary education and it is the duty of the Local Education Authority to establish either separate nursery schools or nursery classes attached to primary schools. In Belgium, the Netherlands and in Switzerland, among others, the establishment, financing and control of nursery schools is undertaken by local authorities, apart from private schools which are set up and maintained by private concerns on a profit basis or for charity. In Belgium in particular, there exist state, provincial and community nursery schools which are established, financed and controlled by these particular bodies.

3. The payment of school fees - as in the Netherlands - by parents above a fixed income group, is the exception. Even in subsidised schools, as, among others, in Belgium, school fees are not usually collected.

4. In a country like the U.S.A., the establishing, financing and control of nursery schools rests mainly with private enterprise. The opinion has gained ground in this country that divided control, lack of co-ordination, as also the absence of uniform standards, in a word, the absence of a definite nursery school policy, has been to the detriment of the progress of effective nursery education. For this reason several states have introduced legislation to exercise more effective control over the establishing, financing and control of nursery schools.

5. In no country is nursery education compulsory and only in some countries is it free.

It is therefore clear that in some countries, as in Belgium and the Netherlands, no school fees are payable while in the U.S.A. it certainly is the case.

E PROVISION OF NURSERY EDUCATION IN THE TRANSVAAL.

In the light of a personal investigation this Province accepts nursery education as a necessary educational service for all children from homes which need additional help, between the ages of two years and the attainment of compulsory school age. For this reason the service is subsidised.

There are, however, certain aspects of this service which demand the particular attention of the Province:-

1. The divided control of nursery education, in private nursery schools by private bodies, local authorities and nursery school associations, and in state-aided schools by the Province, gives rise to a lack of a uniform nursery education system. The present system is in no way linked to the provincial education system and retards and even damages the progress of nursery education, therefore management and control have become essential.
2. The approach of the Transvaal Province is that pre-school education is the duty and the privilege of the parent. On this basis the parent must contribute to the financial burden which this service entails.

The principle of subsidised education must also be maintained, as the parent who can afford it will make a real contribution to the pre-school training of his child and the Province will supplement this contribution.

In needy areas where a large number of less privileged parents are congregated, it is universally accepted that a large percentage of infants do not get the opportunity of enjoying pre-school training for the following reasons:-

- (a) The income of the families is often insufficient to provide the necessary means of living. Many mothers are consequently obliged to go out to work;
- (b) the pre-school children are often left at home without proper care, causing the children to be subjected to undesirable influences. This state of affairs is exacerbated by illness, broken homes or the death of the breadwinner.

On the basis of these considerations two types of nursery school are proposed:

- (a) Subsidised nursery schools for areas where the majority of the parents of the infants are in a position to make financial contribution. The grant-in-aid must therefore be commensurate with the income of the parents.

It is, as before, not the intention that these schools should be taken over by the Province.

Motivation for the increase of the subsidy:

It appears from representation from the two most important nursery school associations that nursery schools are not in a position to fend for themselves from the sources of income at their disposal. Since the increase in salaries for teachers the position has worsened still further as nursery school teachers have also requested an increase in salary. This means that financial burdens, apart from other rising current expenses, are becoming steadily heavier. Consequently fees will have to be raised to such an extent that only children of well-off parents who can afford the fees will receive nursery education.

Through lack of other sources of income, such as increased fees, donations, and fund-raising, the nursery schools are dependent on departmental help for their continued existence. The present grant of R40 per annum per pupil has not kept pace with the rising costs of maintaining nursery schools.

The most important consideration, however, is that the efficacy of nursery education may be hindered as a result of insufficient funds. To face up to the problem it is necessary that the subsidy be increased in proportion to the income group into which the parents fall.

It is proposed that an annual subsidy be paid to aided private nursery schools which varies from R44 to R68 per pupil according to income groups from below R2.400 up to and including R3600 and higher, according to the following formula:-

| Income Group of Parents | Annual Grant per Pupil |
|-------------------------|------------------------|
| Under R2400 | R68 |
| R2400 - R3600 | R56 |
| R3601 - and over | R44 |

Remark:

The present grants amount to about R300,000 per annum. The increase in grants will result in an increase of approximately R150,000 which will bring the total annual amount to R450,000.

(b) Provincial Nursery Schools for needy areas.

This implies the following:-

By needy areas is understood areas where 75% of the parents of nursery school pupils have a joint annual income of less than R2400. That is, a nursery school for these pupils would under normal circumstances be entitled to the maximum subsidy.

According to the audited financial statements of existing subsidised nursery schools, the cost per pupil per year (for 1965) varies from R95-23 to R137-55, in proportion to the length of the school day and the number of days during the year that the school is open. A general increase in the salary of the teachers in the provincial schools from January, 1966, would have as a result an increase of at least R5 to R8 in the abovementioned cost per pupil and consequently these figures increase respectively to R101-23 and R145-55.

In needy areas it is possible, according to the proposed grant, that a maximum subsidy of R68 per pupil may be paid. This leaves a difference of R33-23 and R77-55 respectively which would have to be found from other sources. From this it is clear that subsidised schools in these needy areas cannot exist and the only alternative is the establishment of provincial nursery schools for the sake of the pre-school education of pupils from such households and to prevent their neglect.

In such cases the province of Transvaal is prepared to step in and set up nursery schools.

Provincial Nursery Schools in needy areas ought to be set up under the following conditions:

- (i) The need for the establishment of a nursery school must be stated by local bodies;
- (ii) the local authority shall where possible make available a suitable site for the erection of a nursery school;
- (iii) the Provincial Administration shall erect the building provided that no suitable building exists on the site concerned;
- (iv) the Province shall provide the normal equipment;
- (v) the Province shall provide the teachers. For this purpose the Central Government must be requested to hand over to the Province the power to train nursery school teachers, as the legal position at present is:

In terms of Section 17(1) of Law No. 36 of 1945
(as amended by Section 34 of Law No. 70 of 1955)
the training of nursery school teachers is a
function of the Central Government.

- (vi) Annual school fees. In the light of the principle that the parent is responsible for the education of his pre-school child and because this service in the form of a provincial nursery school will only be provided in selected areas, steps must be taken for school fees to be as follows:-

| Income Group of Parents | Minimum Annual School Fee per Pupil |
|-------------------------|-------------------------------------|
| Under R2400 | R12 |
| R2400 - R3500 | R24 |
| R3501 - and over | R36 |

Steps will have to be taken to levy school fees, as the legal position is that in terms of Article 103 of Ordinance 29 of 1953, no class or tuition fees may be levied in primary or secondary schools.

The cost of erecting and maintaining nursery schools cannot yet be determined because the necessary data are not yet available.

DEPT. FILE NO. NED 50/4 (Vol. 3)
→ 37/18

F.I. FILE NO. ED 109/15/2
PS 7/11(1966)

DATE: 21st December, 1966

MEMORANDUM FOR THE MINISTER OF EDUCATION.

PRACTICE AND POLICY IN REGARD TO NURSERY SCHOOL
EDUCATION.

1. I refer to my memorandum of the 3rd November, 1966, in which I stated:

"I wish to re-affirm my previous recommendation that the regulations regarding Nursery Schools remain unchanged for the present and be reconsidered at a later date, in the light of recommendations that may be made by the National Advisory Education Council."

2. A memorandum with specific recommendations has now been submitted to the Administrators by the Transvaal Provincial Administration. The proposals are to be discussed at a meeting to be held in Cape Town on the 11th January, 1967. This memorandum necessitates an immediate declaration of policy by the other provinces: we cannot await the outcome of recommendations that may be made by the National Advisory Education Council.

3. I attach a translation of the full text of the Transvaal memorandum and append my comments:-

(1) The Necessity for Nursery Schools.

The first section of the Transvaal memorandum deals with the importance attached to nursery school education in other countries. The fact that Natal pays a generous subsidy to nursery schools in this province indicates clearly that we are aware of its importance. We do not, however, deem it an essential part of the educational pattern and do not wish it to be made compulsory, as we do in the case of schools for children of six years and upwards. There is no proof that the normal school child suffers in any way through not having attended a nursery school.

(2) Nursery Schools in the Transvaal.

I agree with the Transvaal point of view that pre-school education is the duty and the privilege of the parent - it need not necessarily be in a Nursery school. The Transvaal proposes to retain the subsidised nursery schools, as at present, and to institute provincial nursery schools in areas where, in order to make a reasonable living, both parents have to work and the children of pre-school age are left to their own devices or to the care of a cheap servant. While this may offer a few hours of skilled supervision for the children, they will still have to return home long before the parents return from work. The problem remains unsolved, unless a crèche is established in conjunction with the nursery school.

To warrant the establishment.../2

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21/12

To warrant the establishment of a provincial nursery school in a needy area, the case has to be put by the local authority, which should allocate a suitable site. The province will then build and equip the school and provide and pay the teachers. Parents will be called upon to pay fees in accordance with their income.

In subsidised schools the grant is to be increased from the present R40 per annum to amounts ranging from R60 to R44, according to the income of the parents.

(3) The position in Natal.

As I stated in my previous memorandum, Natal is experiencing the greatest difficulty at present in staffing our normal schools and in accommodating pupils of school-going age. The provision of buildings for nursery schools cannot be contemplated for many years and consequently provincial nursery schools cannot be established. I do not think the need in Natal is as urgent as on the highly-industrialised Witwatersrand.

Two other possibilities will have to be considered, if the contention that nursery schools are an important part of the educational process is accepted. These are the payment of a higher subsidy and the payment of the teachers' salaries.

The grants paid in Natal with effect from 1st January, 1966, are:-

| | | |
|---|-----|-----|
| For pupils paying less than 25% of the prescribed fee | --- | R60 |
| For pupils paying less than 75% of the prescribed fee | --- | R45 |
| For pupils paying more than 75% of the prescribed fee | --- | R30 |

I cannot recommend that the Administration should pay the salaries of nursery school teachers. We may then also be expected to provide the teachers and it may result in a considerable increase in the number of such schools. The only course open to us, if we are to yield in any measure to the pressure which will undoubtedly be brought to bear by the Nursery Schools Association as a result of the action taken by the Transvaal, is to increase the grants once again -- an increase of 20% would bring us more or less into line with the proposed Transvaal grants.

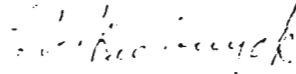
The subsidy would then be:-

| | | |
|---|-----|-----|
| For pupils paying less than 25% of the prescribed fee | --- | R72 |
| For pupils paying less than 75% of the prescribed fee | --- | R54 |
| For pupils paying more than 75% of the prescribed fee | --- | R36 |

The amount paid by the Administration at present in subsidy to Nursery Schools is approximately R42,000 per annum. Increasing this by 20% will cost an additional R8,000 per annum. There are twenty registered European nursery schools in Natal.

I do not recommend that the suggested increase in the subsidy be considered until after the Transvaal Administration has implemented its proposals and the reaction has been assessed.

MY COMMENTS ON THE TRANSVAAL MEMORANDUM ON NURSERY EDUCATION ARE SUBMITTED.



DIRECTOR OF EDUCATION.

LITE/22

The matter is submitted.

PROVINCIAL SECRETARY.

Annexure 3
Administrators' Conference, (1967

PROGRESS REPORT.

ADMINISTRATORS' CONFERENCE, 1967 : ITEM NO. 17
ON THE AGENDA : MINUTES, PARAGRAPH NO. 18 : POLICY
AND PRACTICE IN REGARD TO NURSERY SCHOOL EDUCATION.

1. Grants-in-aid were first paid to Nursery Schools on 1st July, 1936. The policy in regard to the paying of subsidies was finally accepted in 1953 as a result of an investigation carried out by the Bureau of Education.
2. In 1960 the Department of Social Welfare expressed the opinion that the Province should take over the Nursery Schools in order to ensure more effective control of these schools.
3. Representations having been received from the Department mentioned above and from other bodies, the Bureau of Education of the T.E.D. was directed on 30th December, 1960 to investigate the whole matter and in 1963 its findings were referred to the Education Advisory Council in the form of Assignment No. 81. The Council decided that the matter was one to be dealt with by the Provincial Administration and recommended that the T.E.D.'s assumption of responsibility for Nursery School Education be approved in principle.
4. The question of the policy and practice in regard to Nursery School Education was first considered by the Administrators' Conference in 1963. On this occasion it was resolved that the Directors of Education of the Transvaal, Natal and the Orange Free State and the Superintendent-General of Education, Cape Province, should consult with one another on the matter and report back to the next Conference; the meeting was to be convened by the Transvaal.
5. The matter was discussed by the Provincial Educational Heads at their meeting held on 19th and 20th March, 1964, and after careful deliberation it was decided to recommend to the Administrators that until such time as the question of the allocation of education had been clarified the policy followed in regard to the individual Provinces at present should suffice. In other words, the present method of subsidising the Provinces and determining the age-groups in the various Provinces should be maintained.
6. At the Administrators' Conference held in 1964 it was resolved that the matter should be investigated more fully and should stand over. Consequently, the Bureau of Education of the T.E.D. was directed on 27th January, 1965, to carry out further investigations into Nursery School Education in the Transvaal in view of a possible take-over of such education by the Province, and to report on the matter.
7. Once again the matter was discussed at the Administrators' Conference held in September, 1966, and it was resolved :-
 - (i) that the Transvaal should circulate its proposals in regard to Nursery School Education to the other Provinces for discussion by members of the Executive Committees responsible for education matters;

(ii) that the Transvaal should undertake not to establish Provincial Nursery Schools until such consultations had taken place; and

(iii) that further action be then decided upon.

8. Arising from paragraph 7(i) Assignment No. 130 of the Bureau of Education of the T.E.D. was circulated to the other Provinces.

9. On 19th January, 1967, the matter was again discussed by the Administrators. It was generally accepted that according to the present subsidisation procedure the subsidy paid by a Province to a Nursery School could even cover 100% of its expenditure. Some of the Provinces objected to the assumption by a Province of the responsibility for the establishment of Nursery Schools as they did not see their way to meeting the expenditure connected with such establishment. It was resolved, however, that the Transvaal should note the objections raised by other Provinces against the establishment of Nursery Schools and that this Province would undertake not to engage in the large-scale establishment of such schools, thereby causing embarrassment to the other Provinces, and would continue as far as possible to restrict aid to Nursery Schools to the paying of subsidies, but would reserve the right to establish its own Nursery Schools where proof had been given of the need of a Nursery School and where a suitable body could not be found to run it.

10. In the meantime the Department was granted permission in terms of Executive Committee Resolution No. 325 of 10th February, 1967, to send three officials of the Transvaal Education Department overseas for a period not exceeding three months to investigate the whole question of Nursery School Education.

DATE: 30th MAY, 1969.

MEMORANDUM FOR EXECUTIVE COMMITTEE.

NURSERY SCHOOL EDUCATION.

1. The purpose of this memorandum is to inform the Executive Committee of the recommendations and views of the Committee of Educational Heads in regard to Nursery School Education. The recommendations were based on a Summarised Factual Report on Nursery Education (pre-primary education) for White Children in South Africa and South West Africa, prepared by an ad hoc committee of the Committee of Educational Heads, at the request of the Minister of National Education.

2. The Committee of Educational Heads confines its advice to the Minister and the Administrators to chapter 9 of the report mentioned above, an English translation of which is not yet available.

The Committee of Educational Heads recommends as follows:-
(The paragraphs refer to the summarised version of the report).

(a) Paragraph 2.1.1 : Definition of Nursery School Child.

The age range of nursery school children is 3 up to the end of the year during which they turn 6.

According to child psychology most of the children are ready to explore the world outside their home at the age of three and this is regarded as the most suitable age for admission to a nursery school.

(b) Paragraph 2.1.3 : Definition of Nursery Education.

Nursery education must be regarded as training aimed at the maximum development of the child physically and mentally (social, emotional and religious aspects). This can be achieved by a programme of planned activities. No formal instruction in reading, writing and arithmetic should be given.

(c) Paragraph 2.2 : Nursery education cannot be enforced.

The parent is responsible for the education and training of his child and the home is the natural environment for such education and training. In view of the fact that education (upbringing) predominates over instruction during the infant years, nursery education cannot be made compulsory and must be offered on a voluntary basis.

(d) Paragraph 2.3 :/2

(d) Paragraph 2.3 : Crèche and nursery education.

The Committee is aware of the fact that some of the crèches registered with the Department of Social Welfare perform a dual function, viz. that of caring for the children and that of nursery education. At most of the crèches, however, attention is paid to care of the infant only.

The Committee is of the opinion that a properly planned educational programme should be made compulsory at all institutions caring for at least the prescribed minimum number of infants, away from their homes.

Crèches must, therefore, be included.

(e) Paragraph 2.4 : Control of nursery education.

- (1) Nursery education should be controlled by the provincial education departments. At present these schools are registered with the provinces and subsidies are paid by the provinces (subject to certain conditions).
- (2) If (1) above is accepted, existing education ordinances will have to be amended in order to place nursery education under the control of the Provincial Administration.

(f) Paragraph 2.5 : Registration of nursery schools.

- (1) Registration by the respective education departments shall be compulsory in the case of all persons and establishments educating and training at least the prescribed minimum number of infants (from the age of 3 years), away from their homes.
- (2) To qualify for registration certain requirements will have to be fulfilled concerning, inter alia, buildings (according to uniform minimum standards), equipment, qualifications and allocation of staff, enrolment, educational programme, length of school day and language medium.

(g) Paragraph 2.6 : Establishment of nursery schools.

The Committee is of the opinion that any person or body should be allowed to establish a private nursery school (nursery class) without any financial aid from the Education Department concerned, provided that the requirements and standards for registration, as determined by the Education Departments, are satisfied.

(h) Paragraph 2.7 : Inspection of nursery schools.

All nursery schools, including non-subsidised nursery schools, should be subject to inspection. Inspection shall be conducted by the inspectors/inspectresses of the Education Department with which the nursery schools have been registered. The nature of the inspection shall be determined by the broad aims of nursery education and it must be ascertained whether the requirements and standards for registration are being satisfied.

(1) Paragraph 9.8 : The educational programme.

The Committee notes the proposed educational programme, viz.:

- (1) a well-planned programme should provide for scientifically well-founded content and practices as follows:
 - (i) activities for the promotion of social development;
 - (ii) opportunities for creative activities and self-expression;
 - (iii) activities for the enrichment or development of passive and active language;
 - (iv) activities and play to exercise intellectual capacities;
 - (v) play or activities aimed at movement and thus promoting muscular development;
 - (vi) opportunities for aesthetic development;
 - (vii) ethical-religious development; and
 - (viii) habit forming activities, such as washing of hands, routine use of toilets, etc.
- (2) An investigation into the educational programme currently followed at subsidised nursery schools has revealed the following:-
 - (i) There is no prescribed programme but as a result of the influence of nursery school associations, the "Handbook of Nursery School Associations" and of inspectors of education, there is much agreement between the programmes.
 - (ii) Infants are normally classified according to age and in some cases according to maturity. Class groups vary in size from approximately 15 in the youngest groups to 20 or more in the oldest groups. These numbers are largely determined by the quota for staff allocation as laid down by the respective education departments.
 - (iii) There is differentiation in the duration of the activities for two to three year old children and of those for four to six year old children. The programme is, however, flexible and the activities are extended if the children are interested or cut short if little or no interest becomes apparent.
 - (iv) The programme provides for:
 - indoor: play and activities which include group activities, e.g. stories, purposeful games, singing, etc., as well as play with manipulative play-equipment, creative activities and imaginative games;
 - out-of-doors play which may be free or purposeful, aimed primarily at muscular and social development;
 - routine matters, e.g. washing of hands, routine use of toilet, refreshments, rest, medical examination, etc.
 - (v) There is no/4

- (v) There is no formal instruction in reading, writing and arithmetic in subsidised schools.

(j) Paragraph 9.9 : Various deviations.

The Committee notes the report on the existence of serious deviations from the programme mentioned above in non-subsidised schools. In some cases formal instruction in reading, writing and arithmetic takes place.

(k) Paragraph 9.10 : The financial aspect.

The Committee of Educational Heads recommends that the financial aspect be referred to the Administrators' Conference.

3. The present position relating to Nursery Schools in Natal is set out in Provincial Notice No. 100 of 1970. The basic facts are:-

- (a) Nursery Schools are required to register in terms of Section 26 of Ordinance 23 of 1942. (P.N. 100, paragraph 11).
- (b) Registered nursery schools may, subject to the provisions of the relative regulations, receive a grant from the Provincial Administration.
- (c) At present grants are based on the average enrolment of pupils between the ages of 2 and 5½ years.
- (d) All such schools shall observe a calendar providing for at least 190 school days per calendar year and approved by the Director.
- (e) The buildings and ground must conform to the proscribed standards and be approved by the Director.

4. If Nursery Schools are "controlled" by the provinces, in keeping with the recommendation made in paragraph 2.(a) above, the financial implications could be the following:-

- (a) Grants or subsidies. In other papers I submit that the grant should be based on the approved teaching posts and not on the average enrolment. This is estimated to cost R100,000 for the financial year 1970/71.
- (b) At this stage it is not clear which authority will assume some responsibility at least for the training of Nursery School teachers. Such training if offered at a number of universities and it is not proposed that this province should establish the course at training colleges.

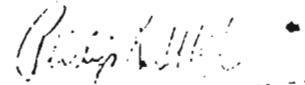
To start with, 15 bursary/loan awards annually at R500 each would seem to represent a realistic acceptance of "responsibility". This would cost:

| | | |
|--------------|-------|----------|
| In 1970 - 71 | | R 7,500 |
| In 1971 - 72 | | R 15,000 |
| In 1972 - 73 | | R 22,500 |

Since it is a three-year course, the amount could be confined to R22,500 — say R25,000.

(c) It seems likely/3

- (c) It seems likely that some system of grants for buildings or grants could become essential. If so, this should not exceed R100,000 during the next three years.
- (d) The total estimated cost for 1970/71 could therefore be R141,000 -- say R150,000.
- (A) THE RECOMMENDATIONS OF THE COMMITTEE OF EDUCATIONAL HEADS RELATING TO NURSERY SCHOOLS ARE SUBMITTED FOR THE CONSIDERATION AND FOR POLICY DETERMINATION BY THE EXECUTIVE COMMITTEE.
- (B) I RECOMMEND THAT THE RECOMMENDATIONS OF THE COMMITTEE OF EDUCATIONAL HEADS AS GIVEN IN PARAGRAPH 2.(a), (b), (c), (d), (e), (f), (g), (h) AND (i) HEREOF, BE APPROVED.


DIRECTOR OF EDUCATION.

AS/FRTH/MS

The matter is submitted.

PROVINCIAL SECRETARY.

DEPT. FILE NO. ~~WED~~ 50/4. (Vol. 4)
~~1/1/1~~

P.S. FILE NO. _____

DATE: 12th JUNE, 1969.

MEMORANDUM FOR EXECUTIVE COMMITTEE.

ADMINISTRATORS' CONFERENCE, SEPTEMBER, 1969 : NURSERY SCHOOL
EDUCATION : FINANCIAL IMPLICATIONS.

1. At the meeting of the Committee of Heads of Education Departments held on 12th February, 1969, it was resolved, inter alia, that the financial implications of Nursery School Education be referred to the next Administrators' Conference.

2. In my memorandum to the Executive Committee dated 30th May, 1969, I set out in detail my comments on the recommendations of the Committee of Education Heads.

If the recommendation therein, that Nursery Education should be controlled by the Province is accepted, the financial implications could be as set out below:-

(a) Teacher Training Programme.

The shortage of qualified Nursery School teachers throughout the Republic will necessitate some special inducement being offered to persons to take up this training (three-year course). To start with, 15 bursary awards annually at Rs500 each, will cost:-

| | | |
|---------|------|----------|
| 1970-71 | | R 7500 ✓ |
| 1971-72 | | R15000 ✓ |
| 1972-73 | | R22500 ✓ |

*NB Course at
T. Colleges. If
such a native
that they can be
used in our
primary schools*

(b) Salary Subsidies.

If a assistance to Nursery Schools is to take the form of teacher salary subsidies, as is the case with Government-Aided schools (a separate memorandum will be submitted to the Executive Committee shortly in this connection) the cost over the next three years could be:-

| | | |
|---------|------|----------|
| 1970-71 | | R100,000 |
| 1971-72 | | R110,000 |
| 1972-73 | | R120,000 |

...../2

(c) Building Grants.

It is certain that the majority of existing Nursery Schools will be unable to fully finance any alterations or extensions if called upon by the Department to do so in order to comply fully with our requirements. Initially I estimate the cost of building grants on the R for R basis to be R100,000 spread over these years.

① Transferred units
elaborate standards.

② Prov. Subsidy Basis
to be left to Govt for
GRANT. RKR for eschool

③ RKR for eschool
this + for
benefit
Bochies

- (1) The total estimated cost over the next three years could amount to: (total of (a), (b) and (c))

| | | |
|---------|-----|----------|
| 1970-71 | ... | R141,000 |
| 1971-72 | ... | R158,500 |
| 1972-73 | ... | R176,000 |

Nursery School Grants for the current year are estimated at R70,000.

3. It is not proposed that nursery education should be free. Parents who voluntarily place their children in such schools will be expected to contribute fees according to their means, such fees to accrue to the Management Committees or Grants of the schools.

ESTIMATED
THE FINANCIAL IMPLICATIONS OF THE CONTROL OF ALL NURSERY SCHOOL EXPENDITURE BY THE PROVINCE IS SUBMITTED FOR THE INFORMATION OF THE EXECUTIVE COMMITTEE.

Dir. of Edu.
DIRECTOR OF EDUCATION.

EH/MS

The matter is submitted.

→ NB Reception - Classes / attached to
Infant Schools.

1 year prior to school
admission.

Double shift system - say
3-4 1/2 hrs each.

PROVINCIAL SECRETARY.

AGENDA NO. 205 Annexure 6
DEPT. FILE NO. N.E.D. 1/P/ 50/4 NED, (1969c)
P.S. FILE NO. 109/15/2
7/11
DATE: 4th September, 1969.

MEMORANDUM FOR EXECUTIVE COMMITTEE.

Administrators' Conference, September, 1969 :
Policy and Practice in Regard to Nursery School
Education.

1. Under Resolution No. 2235 dated 8th July, 1969, the Executive Committee directed that a memorandum be submitted for the agenda of the Administrators' Conference ---

- (1) dealing with the Government's responsibility for financing nursery school education, and
- (2) indicating the steps which are being or have been taken by the other Provinces.

... 2. Copies of my previous memorandum on this subject dated 30th May, and 12th June, 1969, are attached.

3. Legislation.

The present Education Ordinance (No. 23/1942) does not specifically mention Nursery Schools, but in the past such schools have been treated as Government-Aided Schools and capitation grants paid in accordance with the provisions of Provincial Notice 160/1959. (A section has been embodied in the new Education Ordinance providing for these schools).

The Minister of National Education, in a press statement earlier this year, declared that Provincial Education Departments should exercise control over nursery school education. No indication was given as to special subsidy. The Committee of Education Heads however recommended that the financial aspect be discussed at the Administrators' Conference. (As far as I am aware, the Central Government does not make any financial contribution to Nursery School Education). The present Provincial Regulations enable this Department to maintain adequate control over Nursery Schools.

APPROVED WIDE EX. CO. RESN.

3080 bat 16.9.69

2. .../

4. Position in other Provinces.

All the other provinces exercise some control over nursery schools and make grants-in-aid. I attach a recent memorandum submitted by the Transvaal Administration, setting out the position in that Province.

So far I have had no indication from the Cape and Orange Free State Administrations whether any change in their present policy is contemplated.

5. Future Policy.

The Executive Committee has already agreed in principle to increase the annual grants payable to Nursery Schools and details are being worked out (Resolution No. 1107 dated 25th April, 1969).

At a later stage, when finality has been reached on the future pattern of differentiated education in the Republic, I propose to submit recommendations covering the introduction of "reception classes" at infant schools for infants between the ages of 4½ - 6 years. These classes, it is considered, will be the means of forming a "bridge" between the home and the infant school or the nursery school and the infant school, as the case may be, for the gifted or early maturing child.

PARTICULARS RELATING TO THE GOVERNMENT'S RESPONSIBILITY FOR FINANCING NURSERY SCHOOL EDUCATION, AND THE STEPS BEING TAKEN BY THE OTHER PROVINCES, ARE SUBMITTED FOR THE INFORMATION OF EXECUTIVE COMMITTEE IN CONNECTION WITH THE ADMINISTRATORS' CONFERENCE, 1969.

FH/PRTN/FdJ/10

E. Stumpf
for DIRECTOR OF EDUCATION.

The matter is submitted.

ANNEXUREAnnexure 7
NED, (1969d)SUMMARISED TRANSLATION OF THE MEMORANDUM
SUBMITTED BY THE TRANSVAAL ADMINISTRATIONADMINISTRATORS' CONFERENCE 1969 : POLICY AND PRACTICE
CONCERNING NURSERY SCHOOL EDUCATION : FINANCIAL AND
OTHER ASPECTS

1. The Interdepartmental Committee for Pre-primary Education has reported as follows on the financial implications of Nursery School Education to the meeting of the Committee of Education Heads held on 12th February, 1969 -

"Assistance to and development of nursery school education can be undertaken only as far as the finances of the provinces make this possible."

With the approval of the Minister, it was decided that each Education Department should refer the financial aspect of Nursery School education, insofar as it affected its Province, to the Administrators' Conference.

2.1. Arising from the report of the Interdepartmental Committee of 14th April, 1969, the Minister of National Education issued a press statement setting out the policy in regard to Nursery school education, and declared, inter alia, that provincial education departments should exercise control over nursery school education.

2.2. Transvaal amended its education ordinance of 1953 to provide for this control e.g.

2.2.1. The Administrator may establish and maintain a nursery school.

2.2.2. Such nursery schools shall not offer free education until such time as it is available to all.

2.2.3. Private nursery schools must register with the Department in accordance with prescribed conditions.

2.2.4. Nursery school education in provincial and private schools is not compulsory.

2.2.5. In order to fulfil the aims of nursery school education, an educational programme for provincial and private nursery schools shall be laid down.

2.2.6. In terms of Section 6(c)(iv) of the ordinance, the Transvaal may grant financial support to private nursery schools according to a prescribed basis.

Grants are based on the average enrolment of pupils

and the income of parents, e.g.

| Income group of parents | Annual grant for pupil | |
|-------------------------|------------------------|-----------------|
| | w.e.f. 1/4/1969 | w.e.f. 1/4/1970 |
| Under R2400 p.a. | R75 | R88 |
| R2400-R3600 p.a. | R62 | R70 |
| R3601- and up p.a. | R48 | R54 |

3. On 11th February, 1969, the recommendations of the National Advisory Education Council in regard to free education, as contemplated in Section 2 (1)(e) of Act 39/1967, were referred to the Administrator (of Transvaal) for comment. This section provides that:

- "(1) Parents be not called upon for any financial contribution towards the cost of the formal class instruction of their children.
- (2) The principle be retained by which parents may, by means of voluntary contributions, have a share in the provision of facilities for extra-mural and other activities relating more particularly to the general aspects of education."

On the recommendation of the Transvaal Administration, the Minister approved of the addition of the following addition:

- "(3) In regard to nursery education, parents may be called upon to make a financial contribution toward the cost of providing nursery education for their children."

4. According to an investigation of the Education Bureau, it has been ascertained that the cost of nursery school education per child is R158 per annum (including hire charges, interest and redemption).

4.1. Following on the abovementioned investigation it was decided that fees at provincial nursery schools will be levied as follows:

| Income of Parents | Minimum school fees per pupil per quarter |
|-------------------|--|
| Under R2400 | R6 (or R2 p.m.) for 1 child R9 (or R3 p.m.) for 2 children R12 (or R4 p.m.) for 3 children |
| R2400-R3600 | R15 (or R5 p.m.) for 1 child R18 (or R6 p.m.) for 2 children R21 (or R7 p.m.) for 3 children |
| R3601 and over | R18 (or R6 p.m.) for 1 child R30 (or R10 p.m.) for 2 children R36 (or R12 p.m.) for 3 children |

These fees apply only to half-day schools as it has been decided that the length of the school day shall correspond with that of the grade classes.

[No. 27, 1970.]

[Assented to by the State President-in-Council on
the 21st January, 1971.—English text signed.]

[Date of commencement—
4th March, 1971.]

ORDINANCE

To amend the Natal Education Ordinance, 1969.

BE IT ENACTED by the Provincial Council of the Province of Natal, as follows:—

1. The Natal Education Ordinance, 1969, hereinafter referred to as the principal Ordinance, is hereby amended by the substitution for the proviso to section 14 (12) (a) of the following proviso:—

Amendment of
section 14 of
Ordinance 46
of 1969.

“Provided that where the size of the minority is such that the provision of parallel medium classes would in the opinion of the Director not be justified, such minority shall be instructed or provided for in such manner as may be approved by the Administrator by regulation.”.

2. The Afrikaans text of section 29 (1) of the principal Ordinance is hereby amended by the substitution for the figures “29” of the figures “27”.

Amendment of
section 29 of
Ordinance 46
of 1969.

3. The principal Ordinance is hereby amended by the substitution for section 33 of the following section:—

Substitution of
section 33 of
Ordinance 46
of 1949.

“Grants-in-aid
to nursery
schools.”

33. (1) A ‘nursery school’ shall mean a private school registered and established for twenty or more children three years of age and over but below the compulsory age of attendance laid down in section 26 (1).

(2) The proprietor of any nursery school may make application for the payment of grants-in-aid towards the maintenance of such school and if the Administrator is satisfied that the teaching staff is sufficiently qualified and that other conditions which he may prescribe are fulfilled, he may make grants-in-aid to such school which shall thereafter not be deemed to be a private school for the purposes of Part 5 of this Chapter.

(3) The Administrator may also make grants-in-aid towards the erection or establishment of any nursery school in respect of which the proprietor receives or intends to seek assistance as provided in subsection (2) or towards the enlargement or alteration of any nursery school.

(4) Grants referred to in this section shall be made only on the conditions prescribed by the regulations.”.

4. Section 55 (2) of the principal Ordinance is hereby amended by the substitution for the word “Parliament” in both places where it appears, of the words “the House of Assembly or the Senate”.

Amendment of
section 55 of
Ordinance 46
of 1969.

5. This Ordinance shall be known as the Natal Education Amendment Ordinance, 1970.

Short title.

†*No. 320, 1971.

[10th June, 1971.

REGULATIONS GOVERNING THE ESTABLISHMENT, REGISTRATION OF AND PAYMENT OF GRANTS TO WHITE NURSERY SCHOOLS.

THE Administrator, acting on the advice and with the consent of the Executive Committee of the Province of Natal, has been pleased, in terms of Section 33 of the Natal Education Ordinance, No. 46 of 1969, to repeal the Nursery School Regulations published under Provincial Notice No. 160 of 1959, as amended, and to substitute the following regulations therefore:—

Definitions.

1. In these Regulations, unless the context otherwise indicates—

- "Administration" means the Natal Provincial Administration;
- "Administrator" means the Administrator of the Province of Natal, acting on the advice and with the consent of the Executive Committee of the said Province;
- "average enrolment" means the gross daily enrolment of grant pupils in a school quarter divided by the number of school days in that quarter;
- "Department" means the Natal Education Department;
- "Director" means the Director of Education or other person lawfully acting in that capacity;
- "M" means the matriculation examination certificate or its equivalent;
- "nursery school" means a private school registered and established for twenty or more children three years of age and over but below the compulsory age of attendance laid down in Section 26 (1) of the Natal Education Ordinance, No. 46 of 1969;
- "Proprietor" means any person, company or body of persons corporate or unincorporate who or which owns, manages or maintains or who or which proposed to establish a nursery school.

Establishment and Registration of Nursery Schools.

2. (1) Any public body or person may establish a private nursery school without any financial aid from the Administration provided that the requirements and standards for registration as determined by the Director are satisfied and maintained.

(2) Any public body or person proposing to establish a nursery school with or without financial aid from the Administration shall make application to the Director on the prescribed form for registration.

(3) To qualify for registration the requirements laid down in these Regulations in regard to buildings, equipment, qualifications and allocation of staff, enrolment, educational programme and length of school day must be complied with.

(4) No person shall conduct or carry on a nursery school and no person shall teach in a nursery school unless the proprietor holds a certificate of registration in respect of that school.

(5) No institution shall be styled as "Nursery School" or use the words "Nursery School" as part of its name, unless it is registered as a nursery school in terms of these Regulations.

(6) Such school shall not be attended by more pupils than the number determined by the Director on registration.

Inspection of Nursery Schools.

3. All nursery schools, including non-subsidised nursery schools, shall be subject to inspection.

Inspection shall be conducted by the Subject Inspectors of Infant Teaching or any other person authorised by the Director.

Grants-in-Aid to Nursery Schools.

4. (1) Where a registered nursery school is not conducted for profit, the proprietor may make application for the payment of grants-in-aid towards the maintenance of such school to the Director, and if he is satisfied that it is proper to do so, he may grant such application.

(2) Grants-in-aid made in terms of this section shall be subject to the conditions prescribed in these Regulations.

(3) The Administrator may make grants to registered nursery schools on the basis of the qualifications of the teachers set out below:—

†*No. 320, 1971.

[10 Junie 1971.

REGULASIES BETREFFENDE DIE STIGTING EN REGISTRASIE VAN EN BETALING VAN BYDRAES AAN BLANKEKLEUTERSKOLE.

DIT het die Administrateur op raad en met die toestemming van die Uitvoerende Komitee van die provinsie Natal bevestig om ingevolge artikel 33 van die Ordonnansie op Natalse Onderwys, No. 46 van 1969, die Kleuterskoolregulasies soos by Provinsiale Kennisgewing No. 160 van 1959 gepubliseer, soos gewysig, te herroep en deur onderstaande regulasies te vervang:—

Woordomskrywings.

1. In hierdie regulasies, tensy dit onhoudbaar met die samehang is, beteken —

- „Administrasie" die Natalse Provinsiale Administrasie;
- „Administrateur" die Administrateur van die provinsie Natal, wat op raad en met die toestemming van dit Uitvoerende Komitee van genoemde provinsie handel;
- „Departement" die Natalse Onderwysdepartement;
- „Direkteur" die Direkteur van Onderwys of iemand anders wat wettig in daardie hoedanigheid waarnem;
- „Eienaar" enigiemand, maatskappy of liggaam persone, gekorporeer of geïnkorporeer, wat 'n kleuterskool besit, bestuur of onderhou of voornemens is om een te stig.
- „Gemiddelde leerlingstal" die bruto daaglikse skoleretal bygeleerlinge in 'n skoolkwartaal gedeel deur die getal skooldae in daardie kwartaal;
- „Kleuterskool" 'n private skool wat vir twintig of meer kinders van drie jaar oud en ouer maar jonger as die verpligte bywoningsouderdom soos neergelê by artikel 26 (1) van die Ordonnansie op Natalse Onderwys, No. 46 van 1969, geregistreer en gestig is;
- „M" die matriekksamensertifikaat of die gelykwaardige.

Stigting en Registrasie van Kleuterskole.

2. (1) Enige openbare liggaam of enigiemand kan 'n private kleuterskool sonder enige finansiële bystand van die Administrasie stig, met dien verstande dat die vereistes en standdaarde vir registrasie soos deur die Direkteur bepaal, nagekom en in stand gehou word.

(2) Enige openbare liggaam of enigiemand wat voornemens is om 'n kleuterskool met of sonder finansiële bystand van die Administrasie te stig, moet op die voorgeskrewe vorm by die Direkteur om registrasie aansoek doen.

(3) Om vir registrasie in aanmerking te kom, moet die vereistes soos in hierdie regulasies neergelê betreffende geboue, toerusting, kwalifikasies en toewysing van personeel, inskrywings, onderwysprogram en lengte van die skooldag nagekom word.

(4) Niemand mag 'n kleuterskool bestuur of bedryf nie en niemand mag in 'n kleuterskool onderwys gee nie tensy die eienaar 'n registrasiesertifikaat ten opsigte van daardie skool het.

(5) Geen inrigting mag as „KLEUTERSKOO" bekend staan of die woord „KLEUTERSKOO" as deel van sy naam gebruik nie tensy hy ingevolge hierdie regulasies as kleuterskool geregistreer is.

(6) Sodanige skool mag nie deur meer leerlinge bygevoeg word as die getal wat by registrasie deur die Direkteur neergelê word nie.

Inspeksie van Kleuterskole.

3. Alle kleuterskole, met inbegrip van nie-gesubsideerde kleuterskole, is aan inspeksie onderworpe.

Inspeksies sal deur die vakinspekteurs van kleinkinderonderwys of enige ander deur die Direkteur gemagtigde persoon gedoen word.

Hulpbydraes aan Kleuterskole.

4. (1) Wanneer 'n geregistreerde kleuterskool nie om winsbejag bedryf word nie, kan die eienaar om betaling van hulpbydraes vir die onderhoud van sodanige skool by die Direkteur aansoek doen, en as hy tevrede is dat dit dienstig is om dit te doen, kan hy die aansoek goedkeur.

(2) Hulpbydraes ingevolge hierdie artikel is onderworpe aan die bepalings soos in hierdie regulasies voorgeskryf.

(3) Die Administrateur kan bydraes aan geregistreerde kleuterskole doen op die grondslag van die onderwysers se kwalifikasies, soos hieronder uiteengesit:—

(a)

| Qualifications of Teachers. | Subsidy per teacher per annum. |
|------------------------------|-----------------------------------|
| Unqualified | 1 380 |
| M + 1 year | 1 740 |
| M + 2 years | 1 920 |
| M + 3 years or higher | 2 460 |

(b) Subject to the provisions of regulation 7, staff grants in respect of any teacher shall be paid only if such teacher is on duty every school day: Provided that the full grant shall be paid in respect of any teacher whose absence from duty does not exceed three school days in any school quarter. For absences in excess of three days per quarter, the grant in respect of such quarter shall be proportionately reduced.

(c) The Director may authorise that full grants be paid in respect of any teacher who is absent from duty up to twenty days per calendar year due to any well-defined illness which is certified by a registered medical practitioner and approved by the Director.

(d) A proprietor who is paid an authorised staff grant in respect of any teacher shall pay such amount to the teacher: Provided that he may deduct from such salary grant any sum which he is required so to do in terms of any law.

Building Grants.

(4) (a) The Administrator may make a limited number of grants towards the erection or establishment of a nursery school or towards the enlargement or alteration of any existing nursery school buildings.

(b) Building grants shall be payable only to approved registered nursery schools.

(c) No such grant shall exceed one half of the approved final costs of the erection, enlargement or alteration of the school, or R20,000 whichever amount is the lesser.

(d) The proprietor shall give a written undertaking on a form prescribed by the Director to carry on the school in terms of the Regulations for a period of 10 years calculated from the date the school commences, failing which he shall be required to repay 10% of the building grant for each year in default of the undertaking.

(e) Sketch plans in respect of the erection, enlargement or alteration of any school shall be prepared by a competent person and submitted for prior approval by the Director.

Bank Accounts and Financial Statements.

(5) (a) Grants in respect of any nursery school shall be paid to the proprietor of such school and shall be deposited in a bank account specially opened by him for the purpose.

(b) The proprietor shall at any time, if required by the Director, submit an annual statement of revenue and expenditure in respect of the nursery school controlled by him.

Withholding of Grants.

5. The Administrator may withhold the whole or any portion of a grant in respect of any school if the Director reports that the work or equipment or general conduct of such school or that the work of any teacher therein is unsatisfactory.

Appointment of Staff.

6. (1) Principal.

(a) The appointment of the Principal of every registered nursery school shall be made by the proprietor only after approval by the Director.

(b) The Principal of such school shall be a qualified nursery school teacher: Provided that the Director may in special circumstances approve the appointment of an uncertificated person.

(2) Authorised Teaching Staff.

(a) The number of posts on the authorised teaching staff of any school shall be determined by the Director at the end of each school quarter based on the average enrolment during that quarter as prescribed.

(b) The appointment of all teachers on the authorised teaching staff of every school shall be made

(a)

| Onderwysers se kwalifikasies | Subsidie per onderwyser per jaar |
|------------------------------|-------------------------------------|
| Ongekwalifiseer | 1 380 |
| M + 1 jaar | 1 740 |
| M + 2 jaar | 1 920 |
| M + 3 jaar en meer | 2 460 |

(b) Behoudens die bepalings van artikel 7 word personeelbydraes ten opsigte van enige onderwyser betaal slegs as sodanige onderwyser elke skooldag op diens is: met dien verstande dat 'n volle bydrae betaal word ten opsigte van enige onderwyser wie se afwesigheid van diens hoogstens drie skooldae in 'n enkele skoolkwartaal is. Vir afwesighede langer as drie dae per kwartaal word die bydrae ten opsigte van sodanige kwartaal na verhouding verminder.

(c) Die Direkteur kan magtig dat volle bydraes betaal word ten opsigte van enige onderwyser wat hoogstens twintig dae per kalenderjaar afwesig is vanweë enige goed omskrewe siekte wat deur 'n geregistreerde geneesheer gesertifiseer en deur die Direkteur goedgekeur word.

(d) 'n Eienaar aan wie 'n gemagtigde personeelbydrae ten opsigte van enige onderwyser betaal word, moet sodanige bydrae aan die onderwyser oorbetal: met dien verstande dat hy enige bedrag wat hy by wet moet aftrek van sodanige bydrae kan aftrek.

Boubydraes.

(4) (a) Die Administrateur kan 'n beperkte aantal bydraes vir die oprigting of stigting van 'n kleuterskool of die vergroting of ombouing van enige bestaande kleuterskoolgeboue doen.

(b) Boubydraes word slegs aan goedgekeurde geregistreerde kleuterskole betaal.

(c) Geen sodanige bydrae mag die helfte van die goedgekeurde eindkoste van die oprigting, vergroting of ombouing van die skool of R20 000, watter ook al die minste is, te bowe gaan nie.

(d) Die eienaar moet skriftelik op 'n deur die Direkteur voorgeskrewe vorm onderneem om die skool ingevolge die regulasies te bedryf vir 'n tydperk van 10 jaar wat bereken word van die datum waarop die skool begin, by gebreke waarvan hy 10% van die boubydrae vir elke jaar van nie-nakoming van die onderneming moet terugbetaal.

(e) Sketsplanne ten opsigte van die oprigting, vergroting of ombouing van enige skool moet deur 'n bevoegde persoon opgetrek en vooraf vir die Direkteur se goedkeuring ingedien word.

Bankrekenings en finansiële state.

(5) (a) Bydraes ten opsigte van enige kleuterskool word aan die eienaar van sodanige skool betaal en moet gestort word op 'n bankrekening wat deur hom spesiaal vir dié doel geopen is.

(b) Die eienaar moet te eniger tyd wanneer die Direkteur dit vereis 'n jaarstaat van inkomste en uitgawe indien ten opsigte van die kleuterskool wat hy beheer.

Weerhouding van bydraes.

5. Die Administrateur kan die hele of enige gedeelte van 'n bydrae ten opsigte van enige skool weerhou as die Direkteur berig dat die werk of toerusting of algemene bestuur van sodanige skool of die werk van enige onderwyser daaraan onbevredigend is.

Aanstelling van personeel.

6. (1) Hoof

(a) Die aanstelling van die hoof van elke geregistreerde kleuterskool kan deur die eienaar gedoen word slegs nadat dit deur die Direkteur goedgekeur is.

(b) Die hoof van sodanige skool moet 'n gekwalifiseerde kleuterskoolonderwyser wees: met die verstande dat die Direkteur in spesiale geval die aanstelling van 'n ongediplomeerde persoon kan goedkeur.

(2) Gemagtigde onderwyspersoneel

(a) Die getal poste in die gemagtigde onderwyspersoneel van enige skool word aan die eienaar van elke skoolkwartaal deur die Direkteur bepaal en word gebaseer op die gemiddelde leerlingtal gedurende daardie kwartaal, so voorgeskryf.

(b) Die aanstelling van alle onderwysers in 'n gemagtigde onderwyspersoneel van elke skool

by the Proprietor of such school and approved by the Director.

- (c) The Director may authorise that a post shall be retained on the authorised teaching staff of any school until the end of the year, notwithstanding that the average enrolment at such school in any quarter entitles it to one post less than the immediately preceding school quarter.
- (d) The number of posts on the authorised teaching staff of any school shall, subject to the necessary equipment and classroom accommodation being available, be calculated on the basis as set out below:

| Average Enrolment | Number of Authorised Posts, including Principal's Post |
|-------------------|--|
| 20 to 23 pupils | 1 post |
| 24 to 43 pupils | 2 posts |
| 44 to 63 pupils | 3 posts |
| 64 to 83 pupils | 4 posts |
| 84 to 103 pupils | 5 posts |
| 104 to 123 pupils | 6 posts. |

School Calendar and School Hours.

7. (a) All nursery schools shall observe—

- (i) either the school calendar prescribed for government schools; or
- (ii) a calendar providing for at least 190 school days per (calendar) year as approved by the Director.

(b) A nursery school shall remain open on all the school days prescribed in the school calendar; provided that the Director may in his discretion condone any shortfall which was due to causes beyond the control of the proprietor.

(c) In nursery schools pupils shall not attend on more than five days each week, save in special circumstances and with the approval of the Director.

(d) The length of the school day, inclusive of all intervals shall not be less than four hours.

Quarterly Returns.

8. At the end of each school quarter every proprietor shall submit to the Director on a prescribed form a return of the authorised teaching staff and the pupil enrolment and attendance.

Attendance Register and Pupil Records.

9. (a) The registration of the enrolment and attendance of pupils shall be recorded in registers provided by the Director and accordance with the instructions contained in the register.

(b) An individual file for each child containing Medical Report Card, Progress Records and any other reports regarding child shall be kept.

Admission and Expulsion.

10. The admission to and expulsion from school of children shall be in the absolute discretion of the school; Provided that proprietor shall furnish full particulars to the Director of child whose admission has been refused on the grounds of inability of the parent to pay the fee levied by the school.

Fees.

11. The proprietors of any nursery school in receipt of a subsidy in terms of these Regulations may levy fees on the parents in accordance with the requirements of the school; provided that if the gross combined income of both parents is less than R3 000 per annum, the fee payable by them shall not exceed one half of the normal tariff levied by the proprietors.

Date of Effect.

12. These Regulations shall come into operation on 1st April, 1971.

SCHEDULE.

All nursery schools shall, in order to qualify for registration, fulfil the following requirements.

Premises.

- (a) *Play Space.*

Provision shall be made for accommodating a minimum of 35 pupils.

skool moet deur die eienaar van sodanige skool gedoen en deur die Direkteur goedgekeur word.

- (c) Die Direkteur kan magtig dat 'n pos in die gemagtigde onderwyspersoneel tot die einde van die jaar behoue bly, ongeag of die gemiddelde leerlingstal aan sodanige skool hom in enige kwartaal geregtig maak op een pos minder as vir die voorafgaande skoolkwartaal.

- (d) Die getal poste in die gemagtigde onderwyspersoneel van enige skool moet onderworpe daaraan dat die nodige toerusting en klaskamer-ruimte beskikbaar is, op onderstaande grondslag bereken word:

| Gemiddelde leerlingstal | Getal gemagtigde poste, hoof se pos ingesluit |
|-------------------------|---|
| 20 tot 23 leerlinge | 1 pos |
| 24 tot 43 leerlinge | 2 poste |
| 44 tot 63 leerlinge | 3 poste |
| 64 tot 83 leerlinge | 4 poste |
| 84 tot 103 leerlinge | 5 poste |
| 104 tot 123 leerlinge | 6 poste. |

Skoolkalender en skoolure.

7. (a) Alle kleuterskole moet die volgende nakom:—

- (i) of die skoolkalender wat vir staatskole voorgeskryf is, of

- (ii) 'n kalender wat vir minstens 190 skooldae per (kalender-) jaar voorsiening maak, soos deur die Direkteur goedgekeur.

(b) 'n Kleuterskool moet op al die op die skoolkalender voorgeskrewe skooldae oop wees; met dien verstande dat die Direkteur na sy goedgekeurde enige tekort kan kondoneer wat aan oorsake buite beheer van die eienaar te wyte was.

(c) Kleuterskoolleerlinge mag nie die skool meer as vyf dae elke week bywoon nie, behalwe in spesiale omstandighede en met die Direkteur se goedkeuring.

(d) Die lengte van die skooldag, met inbegrip van alle pouses, mag nie minder as vier uur wees nie.

Kwartaalverslae.

8. Aan die einde van elke skoolkwartaal moet elke eienaar op 'n voorgeskrewe vorm verslag oor die gemagtigde onderwyspersoneel en die leerlinginskrywing en -bywoning aan die Direkteur doen.

Bywoningsregister en leerlingrekords.

9. (a) Die registrasie van die inskrywing en bywoning van leerlinge moet ingeskryf word in registers deur die Direkteur voorsien en ooreenkomstig die instruksies in die register vervat.

(b) 'n Afsonderlike lêer moet gehou word vir elke kind en 'n mediese verslagkaart, vorderingsrekords en ander verslae oor die kind bevat.

Toelating en skorsing.

10. Die toelating tot en skorsing uit die skool van leerlinge berus uitsluitlik by die skool; met dien verstande dat die eienaar volledige besonderhede aan die Direkteur moet verstrek van enige kind wie se toelating geweier is op grond van die ouer se onvermoë om die gelde wat die skool hef te betaal.

Gelde.

11. Die eienaar van 'n kleuterskool wat 'n subsidie ingevolge hierdie regulasies ontvang, kan gelde op die ouers ooreenkomstig die vereistes van die skool hef; met dien verstande dat as die bruto gesamentlike inkomste van albei ouers minder as R3 000 per jaar is, die gelde wat hulle verskuldig is hoogstens die helfte van die gewone gehefte tarief van die eienaar moet wees.

Inwerkingtredingsdatum.

12. Hierdie regulasies tree op 1 April 1971 in werking.

BYLAE.

Alle kleuterskole moet aan onderstaande vereistes voldoen om vir registrasie in aanmerking te kom:

Persele.

1. (a) *Speelruimte*

Voorsiening moet vir die akkommodasie van minstens 35 leerlinge gemaak word.

(i) *Indoor.*

One or more playrooms with a minimum floor space of 2,79 sq. metre (30 sq. ft.) per child provided that if the verandah forms part of any such playroom, such verandah shall be covered and protected against inclement weather; Provided further that the area of such verandah shall not exceed one-third of the total area required for any such playroom.

Warm floor covering in the playrooms.

(ii) *Outdoor.*

5,58 sq. metre (60 sq. ft.) per child. Preferably grassed with hard paths for wheeled toys. Suitably fenced. Shade essential.

(b) *Toilet Facilities.*

(i) *Staff:* One toilet and one wash basin with fitted mirror.

(ii) *Pupils:* One toilet and one wash basin for every 10 children or part of 10 children.

(Instead of built-in wash basins, plastic bowls in stands may be used.)

Provision for hanging individual towels, face cloths and combs, shall be made.

Hooks shall be 300 mm (12") apart and 300 mm to 750 mm (24" to 30") from the floor.

Low mirrors.

(c) *Office and Staff-room.*

An office for the Principal and a staff-room for the staff. The same room may be used for both office and staff purposes.

(d) *Isolation Room.*

2 100 mm x 3 000 mm (7' x 10') (minimum). Preferably adjoining the office.

(e) *Kitchen.*

(i) *Non-meal-serving schools.*

Floor space of at least 11,718 sq. metre (126 sq. ft.) for from 20 children to 120 children.

(ii) *Meal-serving schools.*

Floor space of 13,95 sq. metre (150 sq. ft.) for 30 children with 0,186 sq. metre (2 sq. ft.) extra for every additional child up to and including 100 pupils and 0,093 sq. metre (1 sq. ft.) extra for every additional child up to and including 120 pupils.

(f) *Pantry.*

Minimum floor space: 6,51 sq. metre (70 sq. ft.) (meal-serving schools only).

(g) *Storage Space.*

Storage space for indoor and outdoor apparatus, toys and equipment. Suitable and adequate provision is essential.

Staffing.

2. In addition to the authorised teaching staff, it is desirable that arrangements be made for the services of a doctor, a dentist, a nurse and a psychologist to be available when necessary.

Cleaning and caretaking staff.

Health.

3. First Aid: An adequate equipped cabinet.

Equipment.

4. (a) *Furniture.*

(i) *Lockers.*

One open locker per child marked with a symbol. Preferably mobile.

(ii) *Tables.*

Height: 425 mm and 475 mm (17" and 19").

Shape: Round, rectangular or square to seat not more than four children.

(iii) *Chairs.*

Height: At least two sizes, with heights of 225 mm and 275 mm (9" and 11").

(iv) *Low open toy shelves:* Preferably mobile.

(v) *Cupboards with doors:* For keeping materials for creative activities. Catches for securing cupboard doors should be such that children cannot lock themselves in the cupboards accidentally.

(vi) *Rest beds:* Compulsory where the school day ex-

(i) *Binnenshuis*

Een of meer speelkamers met 'n minimum vloeroppervlakte van 2,79 vk. meter (30 vk. voet) per kind, met dien verstande dat as die veranda deel van enige sodanige speelkamer uitmaak, sodanige veranda teen ongunstige weersomstandighede bedek en beskerm moet word en voorts met dien verstande dat die oppervlakte van sodanige veranda hoogstens een-derde van die totale vereiste oppervlakte vir enige sodanige speelkamer mag wees.

Warm vloerbedekking in die speelkamers.

(ii) *Buitenshuis*

5,58 vk. meter (60 vk. voet) per kind. Verkieëlik grasbedek met harde paadjies vir wiel speelgoed. Geskik omhein. Skaduwee noodsaaklik.

(b) *Toiletfasiliteite*

(i) *Personeel:* Een toilet en een handewasbak met ingeboude spieël.

(ii) *Lerlinge:* Een toilet en een handewasbak vir elke 10 kinders of gedeelte van 10 kinders.

(In plaas van ingeboude handewasbakke kan plastiekbakke op standers gebruik word.)

Voorsiening moet vir die hang van afsonderlike handdoeke, waslappe en kamme gemaak word.

Hake moet 300 mm (12") uitmekaar en 300 mm tot 750 mm (24" x 30") bo die grond wees.

Lae spieëls.

(c) *Kantoor en personeelkamer*

'n Kantoor vir die hoof en personeelkamer vir die personeel. Dieselfde kamer kan vir sowel kantoor- as personeel doeleindes gebruik word.

(d) *Afsonderingskamer*

2 100 mm x 3 000 mm (7' x 10') (minimum). Verkieëlik grensrand aan die kantoor.

(e) *Kombuis*

(i) *Nie-etebedienskole.*

Vloeroppervlakte van minstens 11 718 vk. meter (126 vk. voet) vir van 20 tot 120 kinders.

(ii) *Etebedienskole.*

Vloeroppervlakte van 13,95 vk. meter (150 vk. voet) vir 30 kinders met 0,186 vk. meter (2 vk. voet) bykomend vir elke addisionele kind tot en met 100 kinders en 0,093 vk. meter (1 vk. voet) bykomend vir elke addisionele kind tot en met 120 kinders.

(f) *Spens.*

Minimum vloeroppervlakte: 6,51 vk. meter (70 vk. voet) (slegs etebedienskole).

(g) *Opbergplek.*

Opbergruimte vir binnenshuise en buitenshuise apparaat, speelgoed en toerusting. Geskikte en voldoende voorsiening is noodsaaklik.

Personeel.

2. Behalwe die gemagtigde onderwyspersoneel is dit wenslik dat voorsiening vir die dienste van 'n dokter, tandarts, verpleegster en sielkundige gemaak word om indien nodig, beskikbaar te wees.

Skoonmaak -en opsigterspersoneel.

Gesondheid.

3. Noodhulp: 'n Voldoende toegeruste kabinet.

Toerusting.

4. (a) *Meubels.*

(i) *Sluitkaste.*

Een oop sluitkas per kind, met 'n simbool gemerk. Verkieëlik verskuifbaar.

(ii) *Tafels.*

Hoogte: 425 mm en 475 mm (17" en 19").

Vorm: Rond, reghoekig of vierkantig, waarby hoogstens vier kinders kan sit.

(iii) *Stoele:*

Hoogte: Minstens twee groottes van 225 mm en 275 mm (9" en 11") hoog.

(iv) *Lae, oop speelgoedrakke:* Verkieëlik verskuifbaar.

(v) *Kaste met deure:* Vir die aanhou van materiaal vir skeppingsaktiwiteite. Knippe vir die toemaak van kasdeure moet sodanig wees dat kinders hulle nie per ongeluk in die kaste kan toesluit nie.

(vi) *Rusbeddens:* Verpligtend waar die skooldag vier uur

ceeds four hours — one for each child. Individual bedding.

(vii) *Rest mats*: For half-day schools.

(b) *Toys and Apparatus.*

Toys should include a variety from each section below:

- (i) *For physical activity.*
Slides, jungle gyms, planks, ladders, trestles, swings, see-saws, climbing nets, large smooth strong boxes, barrels, wagons, tricycles, motor cars, variety of blocks, small toy cars, trains, etc.
- (ii) *For sense training and development of finer manipulative skills:*
Posting boxes, graded cups, pyramids, matching and sorting apparatus, puzzles, etc., etc.
- (iii) *For imaginative play:*
Wendy house with furniture, dolls and dolls' clothing, dolls' beds and bedding, dolls' prams, dressing up clothes, a shop, etc.
- (iv) *For creative activities:*
Paint — easels, large brushes, powder paints, blank paper, etc.
Sand — sand-pit, sand-pit toys, indoor sand-trays.
Water — water trough, water toys, paddling pool.
Woodwork — bench, tools, odd wood, nails, screws, etc.
Clay — different types of modelling clay, clay boards and sticks.
- (v) *Books:*
A good selection of suitable picture and story books.

Educational Programme.

The educational programme should provide for:—

- (a) activities for the promotion of social development;
- (b) opportunities for creative activities and self-expression;
- (c) activities for the enrichment and development of passive and active language;
- (d) activities and play to exercise intellectual capacities but no formal instruction in reading, writing, and arithmetic shall be given;
- (e) play or activities aimed at movement and thus promoting muscular development;
- (f) opportunities for aesthetic development;
- (g) ethical-religious development; and
- (h) habit-forming activities, such as washing hands, routine use of toilets, etc.

oorskry—een vir elke kind. Individuele beddens.

(vii) *Rusmatte*: Vir halfdagskole.

(b) *Speelgoed en apparaat.*

Speelgoed moet 'n verskeidenheid uit elke afdeling hieronder insluit:

- (i) *Vir liggaamlike aktiwiteite.*
Glyplanke; wouter-klouters; planke; lere; bokke; swaai; klimnette; groot, gladde, sterk kaste; vaattjies; waens; drierwiele; motors; verskeidenheid van blokkies; klein speelmotortjies; treine; ens.
- (ii) *Vir verstandsopleiding en ontwikkeling van fynere manipulasiebedreweenhede.*
Posbusse, gegradeerde koppies, piramides, aanpassings- en sorteeraapparaat, legkaarte, ens.
- (iii) *Vir verbeeldingspel.*
Pophuis met meubels, poppe en popklere, popbeddens en -beddegoed, popwaentjies, opsmikklere, 'n winkel, ens.
- (iv) *Vir skeppende aktiwiteite.*
Verf — esels, groot kwaste, pooiervarf, blanku papier, ens.
Sand — sandpit, sandpitspeelgoed, binnenshuise, sandbakke.
Water — watertrog, waterspeelgoed, plasdamp.
Houtwerk — bank, gereedskap, los hout, spykers, skroewe, ens.
Klei — verskillende tipes modelleerklei, kleiborde en stokke.
- (v) *Boeke.*
'n Goeie verskeidenheid van geskikte prente- en storieboeke.

Onderwysprogram.

5. Die onderwysprogram moet voorsiening maak vir:—

- (a) aktiwiteite vir die bevordering van sosiale ontwikkeling;
- (b) geleentheid vir skeppende aktiwiteite en selfuiting;
- (c) aktiwiteite vir die verryking en ontwikkeling van passiewe aktiewe taal;
- (d) aktiwiteite en spel om die intellektuele vermoëns te beoefen, maar geen formele opleiding mag in lees, skryf en rekenkunde gegee word nie;
- (e) spel of aktiwiteite gerig op beweging om sodoende die spierontwikkeling te bevorder;
- (f) geleentheid vir estetiese ontwikkeling;
- (g) eties-godsdienslike ontwikkeling; en
- (h) gewoontevormende aktiwiteite, soos die was van hande, roetine gebruik van die toilet, ens.

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NATAL EDUCATION DEPARTMENT

8 August 1974

TO: PROPRIETORS OF ALL PRE-PRIMARY SCHOOLS

PRE-PRIMARY SCHOOLS

As from 1 January 1975 pre-primary schools shall be classified as follows:

1. Provincial Pre-primary Schools:

These schools are conducted in exactly the same way as other Government schools with the exception that attendance is not compulsory and tuition fees are payable. Fees are charged at these schools on the following basis:

| <u>Income group of Parents</u> | <u>Tuition fee per term</u> |
|--------------------------------|---|
| Below R3 000 | R 6 for 1 pupil R 9 for 2 pupils R12 for 3 pupils |
| R3 000 - R4 999 | R15 for 1 pupil R18 for 2 pupils R21 for 3 pupils |
| R5 000 and above | R21 for 1 pupil R30 for 2 pupils R39 for 3 pupils |

These fees include the cost of nutritious refreshments and tuition.

2. Provincially controlled schools:

- (a) The teachers at these schools will be appointed by the Department and their conditions of service and salary will be the same as in government schools.
- (b) Buildings: The proprietors are required to provide the buildings and equipment according to the standards of the Department. Building grants for the erection, enlargement or alteration of the buildings are available as set out in the regulations.

(c) Controlling.... /2

- (c) Controlling body: In the composition of this body the Director may nominate members who need not necessarily be members of the Department.
- (d) The controlling body may make representations to the Director regarding the appointment of the principal and teaching staff.
- (e) The proprietor or controlling body may levy fees on the parents according to the requirements of the school.

3. Subsidised Schools (This category replaces the existing category of government-aided pre-primary schools).

- (a) The basis for the awarding of grants to pre-primary schools shall be as follows:

| <u>(i) Income group of parents</u> | <u>Grant per pupil per year</u> |
|------------------------------------|---------------------------------|
| Under R3 000 | R125 |
| R3 000 - R4 999 | R105 |
| R5 000 - and above | R 85 |

- (ii) on a per capita allocation according to the average quarterly enrolment of the school;
- (iii) on the income group in which the parents fall. The income groups will be determined according to the combined income of both parents.
- (b) Building grants for the erection, enlargement or alteration of school buildings are available as set out in the regulations.
- (c) The proprietor or controlling body may levy fees on the parents according to the requirements of the school.
- (d) Subsidised schools will be required to employ staff on a basis not less than that indicated in the following table:

| <u>Enrolment</u> | <u>Number of Teachers</u> |
|------------------|---------------------------|
| Up to 23 | Principal |
| 24 to 45 | Principal + 1 |
| 46 to 67 | Principal + 2 |
| 68 to 88 | Principal + 3 |
| 89 to 110 | Principal + 4 |
| 110 to 120 | Principal + 5 |

There will be no grant paid in respect of staff as at present.

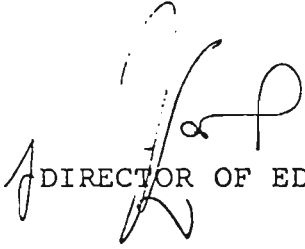
- (e) Subsidised pre-primary schools may not be conducted for private gain.

- (f) The appointment of the Principal shall be subject to the approval of the Director.

4. Private Schools

There is no change in the conditions affecting private pre-primary schools.

5. Existing Government-aided pre-primary schools will be automatically classified as provincially subsidised schools and will be entitled to receive the per capita grant as set out in paragraph 3(a) above. The proprietors of existing government-aided or private pre-primary schools may make application for their schools to be classified as provincially controlled pre-primary schools. Such applications should be made as soon as possible and not later than 30 September 1974. Applications received after this date will be considered for implementation only as from 1 April 1975.


DIRECTOR OF EDUCATION

Enquiries: Mr J. Long

CIRCULAR NO. 48/1974

N.E.D. NO. 1/P/1

NATAL EDUCATION DEPARTMENT

20 September 1974

TO: PRINCIPAL OF ALL PRE-PRIMARY SCHOOLS

PRE-PRIMARY SCHOOLS

1. In view of the fact that the necessary amendments to the Natal Education Ordinance cannot be effected before February or March next year, it has been decided to postpone the re-classification of pre-primary schools, as set out in circular No. 36/1974, until 1 April 1975. The closing date for the receipt of applications to become provincially controlled pre-primary schools has been postponed until 31 December 1974.

2. The following additional information is furnished in respect of provincially controlled schools:

- (a) Controlling body: The number of members nominated by the Director will not exceed two. The Director could nominate one or two members of the existing controlling body as representing the Department. A school where the proprietor is the controlling body and where there is no committee, cannot be considered for classification as a provincially controlled school.

3. Teaching Staff

- (a) Only those teachers who hold a teaching qualification which is graded at least as category B (M+2 i.e. matriculation plus two years of training) will be considered for appointment to the permanent staff. The remainder of the teaching staff will be appointed on a temporary basis only. Temporary appointments are subject to twenty-four hours' notice on either side. However, where the services of a temporary teacher are terminated to make way for a qualified teacher, the Department normally gives considerably longer notice, usually not less than a month and often up to three months.
- (b) One post of assistant teacher will be converted to a post of senior assistant at all schools with at least 3 assistants' posts.
- (c) Schools will be graded as follows:

P IV - less than 50 pupils.

P III - 50 - 120 pupils.

- (d) The minimum qualifications and teaching experience required for appointment as senior assistant and principal will be:

(1) Principal P IV:

- (i) A category B classification (i.e. matriculation plus 2 years of training) which includes a professional nursery school teaching qualification or other equivalent qualification, and
- (ii) 4 years of actual teaching experience

(2) Principal P III:

- (i) A category C classification (i.e. matriculation plus 3 years' training) which includes an approved professional nursery school teaching qualification or other equivalent qualification and
- (ii) 7 years of actual teaching experience.

(3) Senior Assistant:

- (i) A professional nursery school teaching qualification or other equivalent qualification and
- (ii) Category B and C teachers : 5 years of actual teaching experience.
Category D teachers (matriculation plus four years of training) : 4 years of actual teaching experience.

- (e) Posts of Principal and Senior Assistant will be advertised by circular. Existing incumbents will act as principal until the posts are filled by a permanent incumbent. The controlling body may make representations regarding the appointment of the Principal and Senior Assistant.



DIRECTOR OF EDUCATION

SCHOOL FILE NO. 2/P

CIRCULAR NO. 55/1974

N.E.D. NO. 1/P/1

18 October 1974

NATAL EDUCATION DEPARTMENT

TO : PROPRIETORS OF PRE-PRIMARY SCHOOLS

Meetings with Proprietors

- (1) Meetings to discuss the implications of the reclassification of pre-primary schools will be held
 - (a) in Durban on Thursday, 7 November 1974 at 9.00 a.m. in the "Little Theatre", N.P.A. Buildings, Acutt Street, and
 - (b) in Pietermaritzburg on Monday, 11 November 1974 at 2.15 p.m. in the Committee Room, 12th Floor, South Tower, Natalia.
- (2) Not more than two representatives from each pre-primary school are invited to attend whichever of the meetings it is more convenient to attend.
- (3) The proprietors of pre-primary schools who are unable to send a representative to either of the meetings are invited to submit to this office any queries they may have.
- (4) The following additional information in regard to provincially-controlled pre-primary schools is furnished:
 - (a) The length of the school day, exclusive of all intervals shall be 4 hours.
 - (b) Teachers hours of duty

The duration of the school day for all teachers will be seven hours including intervals. !!

(c) School Calendar.../2

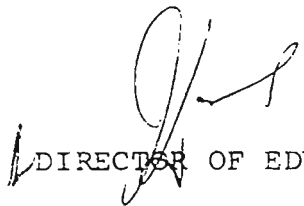
(c) School Calendar

Provincially-controlled pre-primary schools will be required to follow the school calendar prescribed for Government Schools.

(d) Staff Ration

The following will be the staff ration:

| | | |
|-----------|---|-------------------|
| Up to 23 | - | Principal |
| 24 - 45 | - | Principal + 1 |
| 46 - 67 | - | Principal + 2 |
| 68 - 88 | - | Principal + 3 |
| 89 - 110 | - | Principal + 4 |
| 111 - 120 | - | Principal + 5 = 6 |


DIRECTOR OF EDUCATION

Enquiries: Mr. J. Long

CIRCULAR NO. 68/19

N.E.D. 1/P/1

NATAL EDUCATION DEPARTMENT

29 November 1974

TO: PROPRIETORS OF ALL PRE-PRIMARY SCHOOLS

PROVINCIALY CONTROLLED PRE-PRIMARY SCHOOLS

The following matters which were discussed at the meetings held recently in Durban and Pietermaritzburg are submitted for information.

1. May schools obtain supplies from Provincial Stores or from Contractors?

Unfortunately owing to a legal difficulty it is not possible to allow schools other than government schools to obtain their supplies from Provincial Stores. Schools may obtain items from Provincial Contractors provided that the contractors are agreeable.

2. Will the Department pay the salaries of administrative staff and cleaning staff?

No. The Department will be responsible for the payment of the salaries of teaching staff only. The employment and payment of salaries of any other staff will be the responsibility of the proprietors.

3. Will temporary teachers receive increments?

Yes. The salaries of temporary teachers will be assessed in exactly the same way as permanent teachers, i.e. salary will be based on service and qualifications. Satisfactory full-time previous service in an approved pre-primary school will be recognised in full.

4. Will qualifications be re-assessed?

The assessment of the qualifications of all pre-primary school teachers will be checked against the criteria applicable to teachers in government schools.

5. May provincially-controlled pre-primary schools make use of the Departmental Psychological and Medical Services?

Unfortunately the Medical Services are so strained through understaffing that they cannot take on any additional work at this stage. The Psychological Services will be prepared to give assistance where necessary.

Q. Who will qualify for appointment to the permanent staff?

The relative regulation reads as follows:-

"No person shall be appointed to the teaching establishment in a permanent capacity or on probation unless:-

- (a) he is a South African Citizen;
- (b) he is of good character;
- (c) he is declared by the Director to be free from any mental or physical defect, disease or infirmity which would be likely to interfere with the proper performance of his duties or to render necessary his retirement earlier than the age prescribed by any law relating to the superannuation or retirement of teachers;
- (d) he submits evidence of academic and professional qualifications satisfactory to the Director".

In regard to paragraph (d) qualifications equated to Matriculation plus two years of training will be acceptable. This need not be a pre-primary qualification.

7. Will schools be zoned?

No. As pre-primary education is not compulsory.

8. Language medium

The question of language medium has been referred to the Committee of Education Heads for the determination of a policy in terms of existing legislation. In the meantime schools may continue with their present medium of instruction.

9. School Committees

No school will be accepted as provincially-controlled unless it has a committee which controls the affairs of the school. All schools which apply to become provincially-controlled will be required to submit to this office a copy of the constitution of the controlling body.

10. The following salary scales which will be applicable in provincially-controlled pre-primary schools are submitted for information:-

[illegible]

Assistant Teachers/3

Assistant teachers/3

Assistant Teachers

A (M + 1) - R2 220x210-4 530
B (M + 2) - R2 430x210-4 740 (5 160)
C (M + 3) - R3 060x210-5 160 (5 580)
D (M + 4) - R3 690x210-5 580 (6 300)

The figure in brackets indicates the maximum of the scale of a senior assistant teacher in the various categories.

Principals

P IV - R4 530x210-5 580x360-7 020
P III - R5 940x360-8100



DIRECTOR OF EDUCATION

AGENDA NO.

DEPT. FILE NO. 1/P

P.S. FILE NO. 9/17/P

DATE: 27 December 1974

MEMORANDUM FOR EXECUTIVE COMMITTEE

PRE-PRIMARY SCHOOLS

1. PURPOSE

To obtain authority to implement the resolution taken at the Administrators' Conference 1973 in regard to pre-primary education.

2. PREVIOUS RESOLUTIONS

- (a) By Resolution No. 2357 of 27th September 1973, the proposed system of Provincially controlled pre-primary schools was approved in principle. (P.S. file 9/17/P)
- (b) By Resolution No. 589 of 5th March 1974, the Executive Committee noted the resolution of the Administrators' Conference in regard to pre-primary education. (P.S. files 9/17/P and 2/6/1/1) The relative standovers are attached.

3. COMMENT

It is now proposed to implement the resolution of the Administrators' Conference with effect from 1st April 1975. The effect of the resolution will be that there will be four types of nursery schools in this province, viz.

- (i) Provincial Pre-primary Schools. These schools will be run as any other government school except that attendance will not be compulsory and will not be free. Fees will be charged at the approved rates.
- (ii) Provincially controlled pre-primary schools. The teaching staff at these schools will be appointed by the Department. The teachers will enjoy the same conditions of service and salary as government school teachers. The proprietors of the school will be responsible for the maintenance of the schools and will be able to charge their own rate of fees. The following staff ration will apply in these schools:

15/12/74
da 27
2/.....

| Increase in enrolment | Staff | Decrease in enrolment | Staff |
|-----------------------|---------|-----------------------|---------|
| 20 | gives 1 | 15 | keeps 1 |
| 24 | 2 | 20 | " 2 |
| 46 | 3 | 40 | " 3 |
| 68 | 4 | 60 | " 4 |
| 89 | 5 | 80 | " 5 |
| 111 | 6 | 100 | " 6 |

(iii) Provincially subsidised schools. The existing subsidy paid to nursery schools is based on the qualifications of the teachers employed. The new subsidy will be based on the income group of the parents and will be as follows:

| <u>Income Group</u> | <u>Subsidy per infant per year</u> |
|---------------------|------------------------------------|
| Under R3 000 | R125 = R 31,25 per year |
| 3 000 - 4 999 | R105 = R 26,25 per year |
| 5 000 and above | R 85 = R 21,25 per year |

In a few cases tested it has been found that the amount payable under the new scheme is up to 40% less than that payable under the existing scheme. It would therefore be very much to the advantage of the schools to elect to become provincially controlled.

(iv) Private Pre-primary Schools. Private schools are not affected by the new scheme.

4. Financial Implications

It is anticipated that the majority of the existing government-aided schools will apply to become provincially controlled schools. The estimated cost of converting these schools to provincially controlled schools is estimated at R898 000 per annum. This figure includes anticipated expansion during the year. It is estimated that the cost of subsidising the few schools which do not elect to become provincially controlled will be R70 000 per annum. The total cost for the year 1975/76 will be R968 000. The anticipated expenditure for this item for the financial year 1974/75 is R460 000. The increase of R508 000 is attributable to the following:

(a) The existing.../3

- (a) The existing scheme provides for salary grants to be paid on the minimum of the appropriate scale whereas under the new scheme the salaries of teachers will be assessed on the salary scale applicable to their qualifications. In calculating the costs the mean of the scale has been used.
- (b) Under the existing scheme principals are paid as assistant teachers whereas under the new scheme principals will be paid at the rates applicable to principals in primary schools.
- (c) The existing scheme provides for a grade of "less than M + 1" - salary R1 800 (fixed) whereas under the new scheme the lowest grade is "M + 1" - salary scale R2 220 - 4 530. There is a large number of teachers in this category.
- (d) The expenditure for 1974/75 includes the cost of the new salary scales for three-quarters of a year only i.e. 1.7.74 - 31.3.75.

5. LEGISLATION

Before the necessary amendments to the relative regulations could be made certain amendments to the Natal Education Ordinance had to be made. In terms of Executive Committee Resolution No. 1961 of 4th September 1974 these and other amendments to the Ordinance were approved for consideration during the November session of the Provincial Council. The amendments, approved by the Provincial Council at the November session are expected to be assented to by the State President early next year. As it is desired to implement the new system of control of pre-primary schools on 1 April 1975, it is proposed that the attached draft regulations be approved subject to the draft amendments to the Ordinance being assented to by the State President. The following regulations will require to be amended:

- (1) Provincial Notice No. 328 of 1972: Regulations governing the conditions of service of White teachers in Government Schools.
- (2) Provincial Notice No. 320/1971: Regulations governing the establishment, Registration of and Payment of Grants to White Nursery Schools.

Proposed draft amendments which have been scrutinised by the Legal Advisers are attached.

RECOMMENDATION

- (1) IT IS RECOMMENDED THAT, SUBJECT TO THE RELATIVE AMENDMENTS TO THE ORDINANCE BEING ASSENTED TO BY THE STATE PRESIDENT, RESOLUTION NO. 8 OF THE ADMINISTRATORS' CONFERENCE IN REGARD TO PRE-PRIMARY

EDUCATION BE IMPLEMENTED WITH EFFECT FROM 1 APRIL 1975.

- (2) THE RELATIVE REGULATIONS BE AMENDED ACCORDINGLY.



DIRECTOR OF EDUCATION

JL/RN/11

The matter is submitted.

PROVINCIAL SECRETARY

Natal.

UNDER SECRETARY OF THE ARMY
GENERAL
REGISTRATION
24 JANUARY
RECEIVED
EDUCATION DEPARTMENT
GENERAL

Dear Sir,

As one of the founders of the Nursery School movement in S.A., I am now engaged in completing the history of nursery schools in S.A.

I would like to make it as up to date as possible, I should therefore be much obliged if you could let me have the latest (if possible 1974) information on the following matters as far as your province is concerned:

- Only the vegetation with $D =$

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News. S. R.

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As I am going to press within the next two months I should appreciate it if you could let me have this information as soon as possible.

Yours sincerely,

E. G. Malherbe

(Dr) E.G. MALHERBE

P.S. The latest figures I have regarding items (1) and (2) are those for 1970 as published by the Department of Statistics in Report No. 21-02-05 for Whites. Part V.

[Handwritten mark]

NATAL EDUCATION
DEPARTMENT

NATALIA LANGMARKSTRAAT
POSTAL ADDRESS: Private Bag 9044
Pietermaritzburg 3201



TELEGRAPHIC ADDRESS
TELEGRAMADRES
"EDUCATION"

NATALSE ON
DEPARTEMENT

NATALIA LANGMARKSTRAAT
POSADRES: Privaatsak 9044
Pietermaritzburg 3201

ENQUIRIES: Mr W. Blight
NAVRAE:
TELEPHONE: 27011
TELEFOON:

Dr. E.G. Malherbe
"By-die-See"
SALT ROCK
4391

In reply please quote
Verwys in u antwoord na

No. 1/P/1
Nr.

Dear Sir,

2 - FEB 1975

PRE-SCHOOL EDUCATION

I acknowledge receipt of your letter dated 21 January 1975. The information given hereunder is in respect of only those pre-primary schools registered with the Department, and it is regretted that no details of creches cum nursery schools, or creches are held by the Department.

As at March 1974, 51 pre-primary schools were registered with the Department with a total pupil enrolment of 3099. For subsidising pre-primary education, provision was made in the 1974/1975 Revenue Estimates for an amount of R867 000, allocated as to R467 000 for salaries and R400 000 for buildings. Salary subsidies are based on a teacher's qualifications while buildings' grants are made on a R1 for R1 basis with no such single grant exceeding R20 000.

Financial assistance is received from the Central Government for Education and all other services provided by the Province, but it would be difficult to determine in what ratio pre-primary education is subsidised by the Central Government.

Yours faithfully

R. van H.
DIRECTOR OF EDUCATION
WB/MS/2

(F)

AGENDA NO.

DEPT. FILE NO. N.E.D. 1/P/1

P.S. FILE NO.

DATE : 24 February 1975

MEMORANDUM FOR EXECUTIVE COMMITTEE

Pre-Primary Schools

OBJECT OF MEMORANDUM

1. To recommend that :-

- (i) Resolution No. 8 of the Administrators' Conference in regard to pre-primary education be implemented with effect from 1st July 1975;
- (ii) the grant-in-aid payable to government-aided nursery schools for the second quarter 1975, be based on the mean of the relevant salary scales for which teachers employed at the school qualify in accordance with their qualifications; and
- (iii) the nineteen students whose names appear on the annexure to this memorandum, be appointed as provincial employees with effect from 1st April 1975 and be permitted to remain in their present posts at nursery schools.

FACTUAL POSITION

2. The Executive Committee by Resolution No. 277 dated 6th February 1975, approved inter alia, that subject to the relative amendments to the Ordinance being assented to by the State President, Resolution No. 8 of the Administrators' Conference in regard to pre-primary education be implemented with effect from 1st April 1975 (P.S. File 9/17/P). The relevant stand-overs are attached.

3. The amendments to the Ordinance were approved by the Provincial Council during the November session last year. The assent of the State President to the proposed amendments is still awaited although it is understood that this will be to hand in the near future

4. Due to the unforeseen delay in the passing of the necessary legislation the Department now has insufficient time at its disposal to process the appointments of all the nursery school teachers concerned and to ensure that they are paid salary at the end of April. It is therefore proposed that the take-over of nursery schools be postponed until 1st July, 1975.

5. Nursery schools were advised that the take-over would be effected from 1st April 1975. As they have most probably made adjustment to their fees in anticipation of their staff becoming provincially controlled, it is suggested that the grant-in-aid for the second quarter 1975 be based on the mean of the salary scale instead of the minimum of the scale which is the present practice. This will compensate the schools for any loss they may suffer as a result of the postponement of the take-over. This will not result in any additional expenditure on the part of the Administration as many of the nursery school teachers on becoming provincially controlled would qualify for the maximum of their salary scales and the Administration will not have to pay its contributions to the Pension Fund and the Public Service Medical Aid Association in respect of these teachers for the three month period ending 30 June 1975.

6. The Executive Committee, by Resolution No. 2648 dated 30 October 1973 (P.S. File 9.11/1) approved that with effect from 1 April 1974, the staff grants payable to teachers in Government-aided Schools be increased to the mean of the salary scales applicable to teachers in Government Schools. The increase in the grant-in-aid to pre-primary schools was not proposed at that time in view of the fact that the scheme to introduce provincially-controlled pre-primary schools, whereby the staff would become employees of the Administration, was under consideration on an inter-provincial basis.

7. Unfortunately, the nineteen loan students from the three training colleges who were permitted to take up posts at nursery schools at the beginning of the year were given the assurance that they would become provincial employees on the 1st April 1975. It is considered only equitable that they should be employed as such from that date to enable them to enjoy all the benefits of permanent teachers in government schools and that they be permitted to remain in their present posts. A schedule of the teachers names is attached.

RECOMMENDATION

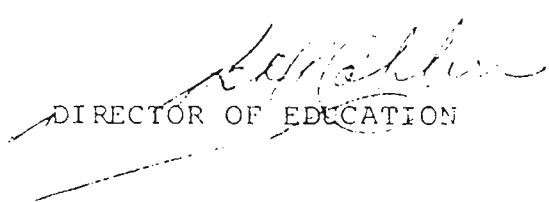
IT IS RECOMMENDED THAT:

- (i) RESOLUTION NO. 3 OF THE ADMINISTRATORS' CONFERENCE IN REGARD TO PRE-PRIMARY EDUCATION BE IMPLEMENTED WITH EFFECT FROM 1ST JULY 1975;
- (ii) THE GRANT-IN-AID PAYABLE TO GOVERNMENT-AIDED NURSERY SCHOOLS FOR THE SECOND QUARTER 1975 BE BASED ON THE MEAN OF THE RELEVANT SALARY SCALES FOR WHICH TEACHERS EMPLOYED AT THE SCHOOL QUALIFY IN ACCORDANCE WITH THEIR QUALIFICATIONS; AND

(iii) THE NINETEEN..../3

- (iii) THE NINETEEN STUDENTS WHOSE NAMES APPEAR ON THE ANNEXURE TO THIS MEMORANDUM, BE APPOINTED AS PROVINCIAL EMPLOYEES WITH EFFECT FROM 1ST APRIL 1975 AND BE PERMITTED TO REMAIN IN THEIR PRESENT POSTS AT NURSERY SCHOOLS.

WHMcC, Hs/11


DIRECTOR OF EDUCATION

• The matter is submitted.

PROVINCIAL SECRETARY

LIST OF NAMES OF LOAN STUDENTS WHO WERE PERMITTED TO TAKE UP
POSTS AT NURSERY SCHOOLS

MISS E. JOOSTE
MRS C.P. HUGHES
MRS E.A. BECKARD
MRS E.W. OSBORNE
MRS S.R. PERRY
MRS O.H. RUSSELL
MRS J.H. SMITH
MISS A.J. KALTWASSER
MISS C.J. HARRIS
MISS C.A. PAGE
MISS D.C.H. BAILLIE
MISS M.E. GRAY
MISS J.V. SMITH
MISS C.M. BOVEY
MISS J. ROYSTON
MISS D.L. HARRISON
MISS N. ROSS
MISS M. BARRETT
MISS B. KING

Enquiries : Mr J. Maritz

CIRCULAR NO. 15/1975

N.E.D. NO. S 53/3

NATAL EDUCATION DEPARTMENT

11 March 1975

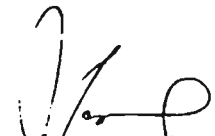
TO: PRINCIPALS OF ALL GOVERNMENT-AIDED PRE-PRIMARY SCHOOLS

Take-over of Pre-Primary Schools

Legislation for the takeover by the Natal Education Department of existing Government-Aided Pre-Primary Schools as Provincially Controlled Schools has now been passed. However due to the limited time at the Department's disposal it will not be possible to process the appointments of the staff concerned and to effect payment of salaries by the end of April 1975. It has therefore been decided to postpone the takeover until 1 July 1975.

As all schools have already planned and budgeted for the takeover on the 1 April 1975 the Administration has decided to compensate all schools by increasing the second quarterly grant of 1975 from the minima of the salary scales applicable to teachers in Government schools to the mean of the salary scales applicable to teachers in Government schools.

The teachers who were recruited from the three training colleges and were given the assurance that they would be employed as provincial employees from 1 April 1975 will be so employed and allowed to remain at their present schools.


DIRECTOR OF EDUCATION
JM/EE

Date of commencement—
13th March, 1975.]

[Assented to by the State President-in-Council on
26th February, 1975.—English text signed.]

ORDINANCE

To amend the Natal Education Ordinance, 1969.

BE IT ENACTED by the Provincial Council of the Province of Natal, as follows:—

1. The Table of Contents of the Natal Education Ordinance, 1969, hereinafter referred to as the principal Ordinance, is hereby amended by—

Amendment of
Table of
Contents of
Ordinance 46
of 1969.

(a) the substitution for the item concerning Part 4, of the following item:—

Part 4 — Pre-primary schools 33”;

and

(b) the substitution for the item concerning Chapter IV, of the following item:—

“Chapter IV: The Teaching Establishment in Government Schools and Provincially Controlled Pre-primary Schools.”.

2. Section 1 of the principal Ordinance is hereby amended by—

Amendment of
section 1 of
Ordinance 46
of 1969.

(a) the substitution for the definition of “education” of the following definition:—

“‘education’ means education for members of the White group, other than higher education as contemplated by section 84 (1) (c) of the Republic of South Africa Constitution Act, 1961 (Act 32 of 1961), and defined in section 17 of the Financial Relations Consolidation and Amendment Act, 1945, (Act 38 of 1945), and other than education for Coloured persons as defined in section 1 of the Coloured Persons Education Act, 1963 (Act 47 of 1963), education for Indians as defined in section 1 of the Indians Education Act, 1965 (Act 61 of 1965), and Bantu Education;”;

(b) by the deletion of the definition of “vocational education”;

(c) by the substitution for the definition of “maand” in the Afrikaans version of the following definition:—

“‘maand’ ’n tydperk van ’n dag in een maand tot en met die dag voor die dag wat numeries met sodanige dag in die volgende maand ooreenstem;”.

3. Section 4 of the principal Ordinance is hereby amended by the substitution for subsection (1) of the following subsection:—

Amendment of
section 4
of Ordinance 46
of 1969.

“(1) There shall be a branch of the Natal Provincial Administration to be known as the Natal Education Department in charge of which shall be an officer to be styled the Director of Education who shall, subject to the control of the Administrator, exercise such powers and perform such duties as are conferred or imposed upon him by this Ordinance or any other law and the regulations.”.

4. Section 5 of the principal Ordinance is hereby amended by the substitution for subsection (1) of the following subsection:—

Amendment of
section 5 of
Ordinance 46
of 1969.

"(1) The functions of the Department shall be the performance of all work necessary for or incidental to education and its advancement, and the carrying out of the powers and duties in relation to education mentioned or referred to in this Ordinance or any other law and the regulations."

5. Section 6 of the principal Ordinance is hereby amended by the substitution for paragraph (d) of the following paragraph:—

Amendment of
section 6 of
Ordinance 46
of 1969.

"(d) pre-primary schools;"

6. The following section is hereby substituted for the Afrikaans version of section 11 of the principal Ordinance:—

Amendment of
Afrikaans
version of
section 11 of
Ordinance 46
of 1969.

"11. Opleidingskolleges vir onderwysers moet spesiale opleiding verskaf vir studente wat hulle vir die onderwysberoep wil bekwaam en die voorwaardes betreffende die toelating van en wegwysing van studente, die opleidingskursusse en alle ander sake rakende die bestuur van en beheer oor opleidingskolleges vir onderwysers is ingevolge hierdie ordonnansie en die regulasies voorgeskryf of kragtens die reëls wat deur die Direkteur uitgevaardig word en voorts in ooreenstemming met die beleid soos van tyd tot tyd deur die Wet op die Nasionale Onderwysbeleid, 1967, bepaal word."

7. Section 13 of the principal Ordinance is hereby amended by—

Amendment of
section 13 of
Ordinance 46
of 1969.

(a) the substitution for subsection 1 (a) of the following paragraph:—

"(a) Application for admission of any child to any Government school shall be made by the parent to the principal of such school, and the child on whose behalf application is made shall be duly admitted: Provided that the principal is satisfied that the necessary accommodation is available, that the child is of the White group and is of the appropriate age, sex and standard of attainment for the school in question, and that the admission of such child would not be prejudicial to the interests of the school: Provided, further, that the decision of the principal on the question as to whether or not such admission would be so prejudicial shall, except if and in so far as such decision is based on the grounds of the group of such child, be subject to a right of appeal to the Director and thereafter, if desired, to the Administrator, whose decision shall be final.";

(b) the substitution for subsection (1) (b) of the following paragraph:—

"(b) if the principal has reason to doubt that a child presented for admission is a member of the White group, he shall call upon the parent to produce to him the child's identity card issued under the Population Registration Act, 1950 (Act 30 of 1950), if such child is subject to the said Act, or if such child has not been classified in terms of the aforesaid Act, then the identity cards of the parents shall be so produced, if the parents are so subject."; and

(c) the substitution for the Afrikaans version of subsection (5) of the following subsection:—

"(5) Die bevoegdheid wat kragtens subartikel (1) aan hoofde van staatskole verleen word, word uitgeoefen onderworpe aan enige algemene voorskrifte wat die Direkteur aan die hoof van enige sodanige skool mag uitreik."

8. The following section is hereby substituted for section 14 of the principal Ordinance:—

Amendment of
section 14 of
Ordinance 46
of 1969 as
amended by
section 1 of
Ordinance 27
of 1970.

Language
medium.

14. (1) The medium of instruction of every pupil admitted to a Government or Government-aided school prior to the 1st day of January, 1970, shall be that official language chosen by the parent.

(15) (a) If in any Government or Government-aided school it be found that the medium of instruction of the minority of the pupils requires to be one official language and that of the majority the other official language, such instruction shall be by means of parallel medium classes: Provided that where the size of the minority is such that the provision of parallel medium classes would in the opinion of the Director not be justified, such minority shall be instructed or provided for in such manner as may be approved by the Administrator by regulation.

(b) If such pupils aforesaid are in equal numbers provision shall be made as nearly as possible as hereinbefore provided, or otherwise as may be approved by the Administrator.”.

9. Section 15 of the principal Ordinance is hereby amended by the substitution for the Afrikaans version of subsection (2) of the following subsection:—

“(2) Die tyd wat aan die tweede amptelike taal bestee moet word, moet deur die Direkteur goedgekeur word.”.

Amendment of Afrikaans version of section 15 of Ordinance 46 of 1969.

10. Section 16 of the principal Ordinance is hereby amended by the substitution for the English version of subsection (5) of the following subsection:—

“(5) The time devoted to religious instruction in the various standards and substandards in Government schools shall be as approved by the Director.”.

Amendment of English version of section 16 of Ordinance 46 of 1969.

11. Section 21 of the principal Ordinance is hereby amended by the substitution for the Afrikaans version thereof of the following section:—

“Liggaamlike opvoeding.

21. Elke leerling wat 'n staatskool besoek, word verwag om aan liggaamlike opvoeding en ander georganiseerde skoolbedrywighede deel te neem, tensy die ouer van die kind 'n skriftelike beswaar by die hoof ingedien het dat hy aldus moet deelneem.”.

Amendment of Afrikaans version of section 21 of Ordinance 46 of 1969.

12. Section 24 of the principal Ordinance is hereby amended by the substitution for the Afrikaans version of subsection (5) of the following subsection:—

“(5) Die hoof moet elke sodanige straf wat toegedien is, onmiddellik in 'n boek opteken wat vir dié doel bygehou moet word en wat te eniger tyd vir 'n inspekteur van onderwys ter insae beskikbaar moet wees.”.

Amendment of Afrikaans version of section 24 of Ordinance 46 of 1969.

13. Section 25 of the principal Ordinance is hereby amended by the substitution therefor of the following section:—

“Expulsion of pupils.

25. (1) If a pupil in a Government school conducts himself in such a way that in the opinion of the principal the continued attendance of such pupil would be detrimental to the welfare of the school as a whole or of the pupils, the principal shall—

(a) if in his opinion it is a case of grave misconduct, immediately suspend such pupil from attending his school and submit a full report to the Director, or

(b) if in his opinion such conduct does not amount to grave misconduct, inform the pupil's parents by notice in writing of the facts and shall state that on a recurrence of such or similar conduct the pupil may be liable to be expelled from school.

(2) On a recurrence of such or similar conduct in respect of which the principal has issued the notice in writing and the warning as provided for in subsection (1) (b), the principal shall act in terms of subsection (1) (a).

Amendment of section 25 of Ordinance 46 of 1969.

(3) Upon the receipt of the principal's report as provided for in subsection (1) (a), the Director may, after further enquiry if he deems it expedient, order the expulsion of such pupil from such school and he may also prohibit him from attending any Government school in the Province, or otherwise deal with the matter as he may think fit.

(4) Subsections (1), (2) and (3) shall apply, *mutatis mutandis*, to Government boarding establishments and hostels."

14. The principal Ordinance is hereby amended by the insertion after section 25 of the following section:—

Insertion in Ordinance 46 of 1969 of section 25 A.

"Director may order suspension.

25 A. (1) Notwithstanding the provisions of section 25 (1) the Director may under circumstances which he considers justified, direct a principal to suspend a pupil from attending his school and thereafter to act in accordance with the provisions of section 25 (3).

(2) If a parent is aggrieved at a decision of the Director taken in terms of subsection (1) he may, within one month after the date on which he was notified of such decision, appeal to the Administrator whose decision shall be final."

15. Section 26 (1) of the principal Ordinance is hereby amended by the substitution for the Afrikaans version of paragraph (f) of the following paragraph:—

Amendment of Afrikaans version of section 26 of Ordinance 46 of 1969.

"(f) van skoolbesoek kragtens die bepalings van die Wet op Onderwysdienste, 1967, (Wet 41 van 1967), vrygestel is."

16. Section 27 of the principal Ordinance is hereby amended by the substitution for the Afrikaans version of subsection (2) of the following subsection:—

Amendment of section 27 of Ordinance 46 of 1969.

"(2) Behoudens die opdragte, voorskrifte en beheer van die Direkteur, bestaan die pligte van sodanige beamptes onder meer daaruit om ouers met betrekking tot die gevolge van nie-nakoming van die vereistes van artikel 26 te waarsku, en om ondersoek in te stel na, en van die ouers en ander persone inligting in te win, aangaande die skoolbesoek of afwesigheid van kinders of enige beweerde gronde vir verskoning of vrystelling van sodanige bywoning."

17 Section 29 of the principal Ordinance is hereby amended—

Amendment of section 29 of Ordinance 46 of 1969 as amended by section 2 of Ordinance 27 of 1970.

(a) by the substitution for subsection (1) of the following subsection:—

"(1) Any parent who fails or neglects to comply with the requirements of section 26 or any person who neglects or refuses to disclose any information on request by any officer appointed in terms of section 27 or who furnishes false or misleading information or hinders such officer in his investigations, shall be guilty of an offence: Provided that no prosecution shall be instituted against the parent of any child for any such offence, unless authorised by the Director, and provided further that in the case of a third or subsequent conviction of a parent for any such offence, the officer referred to in section 27 (1) shall report the matter to the magistrate of the district for such action as he may deem necessary under the laws governing the protection of children."; and

(b) by the addition of the following subsection (3):—

"(3) Any person who directly or indirectly influences a child who is subject to school attendance in terms of section 26 to absent himself from school or who harbours such child during prescribed school hours shall be guilty of an offence."

18. Section 31 of the principal Ordinance is hereby amended by the substitution for the Afrikaans version of subsections (2) and (3) (a) of the following subsection and paragraph respectively:—

Amendment of Afrikaans version of section 31 of Ordinance 46 of 1969.

"(2) Die Administrateur kan ook hulptoelaes toestaan vir die oprigting of instelling van 'n privaat-skool waarvoor die eienaar hulp ontvang of voornemens

is om hulp aan te vra soos in subartikel (1) bepaal, of vir die vergroting of verandering van enige staatsondersteunde skool.

(3) (a) Toelaes waarvan in hierdie subartikel melding gemaak word, word slegs toegestaan op sulke voorwaardes as wat die regulasies mag voorskryf of wat die Administrateur in enige spesiale geval mag bepaal; met dien verstande dat geen private skool in die gebied van 'n plaaslike bestuur vir 'n toelae in aanmerking kom as die gemiddelde roltal van die leerlinge minder as twintig is of indien dit minder as dertien vir 'n skool buite die gebied van 'n plaaslike bestuur is nie."

19. Chapter II of the principal Ordinance is hereby amended by the substitution for the heading to Part 4 of the following heading:—

"Part 4 — PRE-PRIMARY SCHOOLS."

Amendment of Part 4 of Chapter II of Ordinance 46 of 1969.

20. Section 33 of the principal Ordinance is hereby amended by—

Amendment of section 33 of Ordinance 46 of 1969 as amended by section 3 of Ordinance 27 of 1970.

(a) the substitution for subsection (1) of the following subsection:—

"(1) A 'pre-primary school' shall mean a private school registered and established for twenty or more children three years of age and over but below the compulsory age of attendance laid down in section 26 (1)."; and

(b) the substitution for subsection (2) of the following subsection:—

"(2) The proprietor of any pre-primary school may make application for the payment of grants-in-aid towards the maintenance of such school and if the Administrator is satisfied that the teaching staff is sufficiently qualified and that other conditions which he may prescribe are fulfilled, he may make grants-in-aid to such school which shall thereafter not be deemed to be a private school for the purposes of Part 5 of this Chapter."; and

(c) the substitution for subsection (3) of the following subsection:—

"(3) The Administrator may also make grants-in-aid towards the erection or establishment of any pre-primary school in respect of which the proprietor receives or intends to seek assistance as provided in sub-section (2) or towards the enlargement or alteration of any pre-primary school."

21. Section 38 of the principal Ordinance is hereby amended by the substitution for the Afrikaans version thereof of the following:—

Amendment of Afrikaans version of section 38 of Ordinance 46 of 1969.

"38. Die Administrateur kan spesiale skole instel en in stand hou en hy kan ook hulptoelaes aan ander skole betaal as hy daarvan oortuig is dat daar aan sodanige skole geskikte voorsiening gemaak is, hetsy in spesiale klasse of andersins vir die behoorlike versorging, onderwys en opleiding van kinders op wie hierdie deel van hierdie hoofstuk van toepassing is."

22. Section 46 (1) of the principal Ordinance is hereby amended by—

Amendment of section 46 of Ordinance 46 of 1969.

(a) the substitution for the first paragraph of the Afrikaans version of the following:—

"(1) Die Direkteur of 'n inspekteur van onderwys (ten opsigte van 'n skool wat deur die Direkteur aan hom toegewys is) of enigeen wat behoorlik deur die Direkteur skriftelik daartoe gmagtig is, kan enige skool, skoolkosinrigting of -koshuis inspekteer en verslag daaroor doen en te dien einde het hy die bevoegdheid om vermelde inrigtings binne te gaan —"; and

(b) by the substitution for paragraph (c) of the following paragraph:—

"(c) to enquire into the efficiency of the school, whether in regard to the teaching staff, or otherwise, and whether and to what extent the conditions subject to which any grant-in-aid has been made, are being complied with, and any other matter which the Director may deem necessary; and"; and

(c) the substitution for subsection (3) of the following subsection:—

"(3) In the case of any Government-aided, farm or pre-primary school, the Director may in his discretion furnish the principal and the proprietor and manager, or any one or more of them, with a copy or copies of any such report aforesaid, with such instructions in regard thereto as he may deem necessary."

23. The Heading to Chapter IV of the principal Ordinance is hereby amended by the substitution therefor of the following Heading:

Amendment of
Heading of
Chapter IV of
Ordinance 46
of 1969.

**" THE TEACHING ESTABLISHMENT IN GOVERNMENT SCHOOLS AND
PROVINCIALY-CONTROLLED PRE-PRIMARY SCHOOLS**

Part I — APPOINTMENTS AND CONDITIONS OF SERVICE."

24. Section 50 of the principal Ordinance is hereby amended by the substitution for—

Amendment of
section 50 of
Ordinance 46
of 1969.

(a) subsection (1) of the following subsection:—

"(1) The number, grading and classification of posts in the teaching establishment shall be such as may from time to time be prescribed by regulation."; and

(b) the Afrikaans version of subsection (2) of the following subsection:—

"(2) Behalwe waar 'n andersluidende doel duidelik aangedui word, beteken en sluit die uitdrukking 'onderwyser' wanneer dit in hierdie ordonnansie of die regulasies gebruik word, 'n persoon wat 'n pos in die onderwyspersoneel beklee."

25. Section 51 of the principal Ordinance is hereby amended by—

Amendment of
section 51 of
Ordinance 46
of 1969.

(a) the substitution for subsection (1) of the following subsection:—

"(1) All appointments whatsoever to the teaching establishment and all promotions therein shall be made by the Administrator; provided that no person shall be appointed to the teaching establishment in a permanent capacity unless he possesses such qualifications and is of such an age and such proficiency in the official languages as may be prescribed by regulation."; and

(b) the substitution for the Afrikaans version of subsection (3) of the following:—

"(3) 'n Onderwyser in 'n pos wat by herklassifisering by 'n hoër graad ingedeel word, kan dit nie as 'n reg eis om in so 'n heringedeelde pos aangestel te word nie."

26. Section 52 of the principal Ordinance is hereby amended by the substitution for the Afrikaans version thereof of the following:—

Amendment of
section 52 of
Ordinance 46
of 1969.

"Vul van
poste.

52. Om enige onderwyspos van 'n hoër graad as assistentonderwyser te vul, moet die Direkteur een van die volgende aanbevelings doen, naamlik:—

(a) dat 'n onderwyser wat reeds in die onderwyspersoneel is, oorgeplaas of bevorder word; of

(b) dat 'n persoon van buite die onderwyspersoneel aangestel word indien die pos na sy mening nie bevredigend gevul kan word deur 'n onderwyser oor te plaas of te bevorder nie.

Wanneer hy sodanige aanbeveling doen, moet die Direkteur behoorlik rekening hou met die kwalifikasies, betreklike verdienstelikheid, bekwaamheid en geskiktheid van die persoon wat na sy mening vir bevordering, oorplassing of aanstelling in aanmerking kan kom."

27. Section 53 of the principal Ordinance is hereby amended by the substitution therefor of the following section:—

Amendment of
section 53 of
Ordinance 46
of 1969.

"Pension
rights.

53. The pension rights of teachers who are members of the Government Service Pension Fund shall be prescribed by or under the Government Service Pension Act, 1973 (Act 57 of 1973)."

28. Section 54 of the principal Ordinance is hereby amended by the substitution for subsection (1) of the following subsection:—

Amendment of section 54 of Ordinance 46 of 1969 as amended by section 1 of Ordinance 48 of 1971.

“(1) In the case of a teacher who was a member of the Provincial and the Territory Service Pension Fund as at 30 June 1973, and who has not made the election referred to in section 6 (1) of the Provincial and the Territory Service Pension Act, 1969, the age of retirement, on the attainment of which such teacher shall be retired on pension, shall be the first day of the year succeeding the year in which he attains the age of sixty-five years: Provided—

- (a) that such teacher shall have the right to retire at any time prior to the attainment of such age and after the attainment of the age of sixty years, on his giving written notification to the Director at least three calendar months prior to the day on which he wishes to retire;
- (b) that the date of retirement shall not be a date other than the first day of a calendar quarter; and
- (c) that if the Administrator considers it desirable in the public interest to retain such a teacher in his post beyond the maximum age at which he shall be retired, such teacher may, with his consent, be so retained from time to time for such further period or periods as the Administrator may approve.”.

29. Section 55 of the principal Ordinance is hereby amended by—

Amendment of section 55 of Ordinance 46 of 1969 as amended by section 4 of Ordinance 27 of 1970.

- (a) the substitution for the first paragraph of subsection (2) of the following paragraph:—

“(2) A teacher may become a member of any lawful political party or organisation and offer himself as a candidate for election as a member of Parliament or a provincial council, or he may with the prior approval of the Administrator actively participate in civic affairs by becoming a member of a town council, town board, or health committee established under the provisions of the Local Government Ordinance, 1942 (Ordinance 21 of 1942): Provided—”; and

- (b) the substitution in the Afrikaans version of subsection (2), for paragraphs (a) and (c), of the following paragraphs respectively:—

“(a) dat hy hom nie in die openbaar, in die openbare pers of op ’n openbare vergadering mag uitlaat oor enige aangeleentheid wat die belange van ’n politieke party kan bevorder of benadeel of sy departement in verleentheid kan bring nie;

(c) dat hy geag word sy pos as onderwyser neer te gelê het op die dag waarop hy aldus genomineer is.”.

30. Section 58 of the principal Ordinance is hereby amended by the substitution therefor of the following section:—

Amendment of section 58 of Ordinance 46 of 1969.

“Salaries not to be reduced except as specially provided.

58. A teacher's salary shall not be reduced and he shall not be placed on a lower scale except on the authority of the Administrator in accordance with section 60 or 63, or except in pursuance of an ordinance passed by the Provincial Council authorising a general reduction of salaries throughout the teaching establishment: Provided that any overpayment made for any reason whatsoever may be recovered from him.”.

31. Section 59 of the principal Ordinance is hereby amended by the substitution therefor of the following section:—

Amendment of section 59 of Ordinance 46 of 1969.

“Cession of salaries.

59. It shall not be lawful for any teacher to cede the whole or any part of any salary or allowance payable to him.”.

32. Section 60 of the principal Ordinance is hereby amended by the substitution for the Afrikaans version of subsection (4) of the following subsection:—

Amendment of
Afrikaans
version of
section 60 of
Ordinance 46
of 1969.

“(4) Na oorweging van die Direkteur se aanbeveling, tesame met sodanige dokumentêre getuienis as wat gedurende die ondersoek voorgelê mag gewees het en die voormelde verslag asook die onderwyser se eventuele vertoë, kan die Administrateur òf—

- (a) die onderwyser in 'n pos van 'n laer graad aanstel en hom toelaat om sy bestaande besoldiging te behou; òf
- (b) hom in 'n pos van 'n laer graad aanstel en sy salaris tot die maksimum van sodanige laer graad verminder; òf
- (c) hom uit die Departement se diens ontslaan.”.

33. Section 61 of the principal Ordinance is hereby amended by the substitution for subsection (3) of the following subsection:—

Amendment of
section 61 of
Ordinance 46
of 1969.

“(3) A teacher who absents himself from his official duties without the permission of the Director for a continuous period exceeding thirty-one days, shall be deemed to have been discharged from the teaching establishment on account of misconduct with effect from the date immediately succeeding his last day of attendance at his place of duty: Provided that if such teacher assumes other employment he shall be deemed to have been discharged as aforesaid notwithstanding that the said period has not expired: Provided further that if such teacher reports for duty at any time after the expiry of the said period the Administrator may, notwithstanding anything to the contrary contained in this Ordinance or any other law, approve that he be reinstated in the teaching establishment in his former or any other post on such conditions as the Administrator may approve, and in that event the period of his absence from official duty shall be deemed to have been absence on leave without pay or leave on such other conditions as the Administrator may approve.”.

34. Section 62 of the principal Ordinance is hereby amended by—

Amendment of
section 62 of
Ordinance 46
of 1969.

- (a) the substitution for paragraph (g) of the following paragraph:—

“(g) takes an active part in civic affairs without the prior approval of the Administrator as contemplated in section 55 (2) or makes use of his position as a teacher to promote or to prejudice the interests of any political party;”;

- (b) the substitution for the Afrikaans version of paragraph (1) of the following paragraph:—

“(1) in geldelike verleentheid kom, tensy daar bewys word dat sy geldelike verleentheid nie die gevolg van onversigtigheid of 'n ander laakbare oorsaak en nie vir die getroue vervulling van sy pligte nadelig is nie; of”;

- (c) the substitution for the Afrikaans version of paragraph (n) of the following paragraph:—

“(n) sonder die verlof van die Direkteur enige kommissie of vergoeding of enige beloning, geldelik of andersins, behalwe die besoldiging wat ten opsigte van sy pligte aan hom betaalbaar is, aanvaar of dit eis of in gebreke bly om die aanbod van enige sodanige kommissie, vergoeding of beloning aan die Direkteur te rapporteer, of”;

- (d) by the substitution for the Afrikaans version of paragraph (o) of the following paragraph:—

“(o) hom die eiendom van die Regering wederregtelik toeëien of onbehoorlike gebruik daarvan maak onder sodanige omstandighede dat sy daad nie 'n strafregtelike misdryf uitmaak nie; of”.

35. Section 63 of the principal Ordinance is hereby amended by—

Amendment of
section 63 of
Ordinance 46
of 1969.

- (a) the substitution for the Afrikaans version of subsection (5) of the following subsection:—

“(5) 'n Onderwyser wat kragtens subartikel (4) geskors is, is nie vir die tydperk van sy skorsing tot besoldiging geregtig nie; met dien verstande dat die Administrateur na goedvinde kan gelas dat sodanige onderwyser se volle besoldiging of 'n deel daarvan aan hom betaal word.”;

- (b) the substitution for subsection (6) of the following subsection:—

“(6) If no charge under this section is preferred against a teacher who has been suspended from duty, he shall be required to resume duty in his or any other post in the discretion of the Director and be paid his full emoluments for the period of his suspension.”;

- (c) the substitution for subsection (8) of the following subsection:—

“(8) If the teacher charged denies the charge or fails to comply with the direction mentioned in subsection (3), the Administrator may appoint a board consisting of a chairman and two other persons to enquire into the charge, or a board consisting of only one person, who shall *ipso facto* be the chairman, to so inquire.”;

- (d) the substitution for subsection (9) of the following subsection:—

“(9) The chairman of the board which is to hold the enquiry shall, in consultation with the officer who signed the charge, fix the time and place of the enquiry, and the officer who signed the charge shall give the teacher charged reasonable notice in writing of the time and place so fixed.”;

- (e) the substitution for the Afrikaans version of subsection (10) (b) of the following paragraph:—

“(b) enigeen dagvaar om by die ondersoek getuienis af te lê, en sodanige persoon aansê om enige boek of dokument of artikel oor te lê wat in sy besit of onder sy beheer is en betrekking het op die onderwerp waaroor die ondersoek gaan.”;

- (f) the substitution for the first paragraph of subsection (11) of the following paragraph:—

“(11) The chairman of the board holding the enquiry may during the course thereof summon any person whose evidence appears to be material to the determination of the enquiry and may also—”;

- (g) the substitution for the Afrikaans version of subsection 11 (b) of the following paragraph:—

“(b) sodanige persoon aansê om enige boek of dokument of artikel oor te lê wat in sy besit of onder sy beheer is en betrekking het op die onderwerp waaroor die ondersoek gaan.”;

- (h) the substitution for the first paragraph of the Afrikaans version of subsection (12) of the following paragraph:—

“(12) Enigeen wat sonder redelike verskoning in gebreke bly om ter gehoorsaming van 'n dagvaarding kragtens subartikel (10) of (11) by die verhoor te verskyn of wat weier om hom te laat beëdig of wat weier om 'n bevestiging te maak, of wat in gebreke bly om na sy beste wete en oortuiging volledig te antwoord op enige vraag wat met betrekking tot die ondersoek aan hom gestel word, of wat na aansegging weier of in gebreke bly om 'n boek of dokument of artikel soos voormeld, oor te lê, of wat iemand hinder of belemmer of intimideer by die aflegging van sodanige getuienis of die verstrekking van sodanige inligting as wat van hom verlang word, is aan 'n misdryf skuldig; met dien verstande dat—”;

- (i) the substitution for the Afrikaans version of subsection (12) (iii) of the following paragraph:—

“(iii) niemand in diens van die Natalse Provinsiale Administrasie verplig kan word nie om ’n boek, dokument of artikel oor te lê indien hy ’n sertifikaat van die Provinsiale Sekretaris verstrek dat die oorlegging van sodanige boek of dokument of artikel teen die openbare belang sou wees.”;

- (j) the substitution for the Afrikaans version of subsection (13) (a) of the following paragraph:—

“(a) Die aangeklaagde onderwyser het die reg om by die ondersoek teenwoordig te wees en persoonlik of deur middel van ’n verteenwoordiger aangehoor te word, iemand onder kruisverhoor te neem wat as getuie ter stawing van die aanklag geroep is, enige boek of dokument of artikel wat as getuienis oorgelê is, te ondersoek, self getuienis af te lê en ander persone as getuies te roep.”;

- (k) the substitution for subsection (13) (b) of the following paragraph:—

“(b) The chairman of the board holding the enquiry shall keep or cause to be kept a record of the proceedings at the enquiry and of all the evidence given thereat.”;

- (l) the substitution for the Afrikaans version of subsection (15) of the following subsection:—

“(15) Indien die wangedrag waarvan die onderwyser aangekla word, neerkom op ’n misdryf waaraan hy deur ’n geregshof skuldig bevind is, is ’n gewaarmerkte afskrif van die oorkonde van sy verhoor en skuldigbevinding deur daardie hof na identifisering van sodanige onderwyser as die persoon vermeld in die oorkonde voldoende bewys dat hy sodanige misdryf begaan het, tensy die skuldigbevinding deur ’n hoër hof nietig verklaar is, met dien verstande dat die aangeklaagde onderwyser die reg het om getuienis aan te voer dat hy inderdaad verkeerd bevind is.”;

- (m) the substitution for subsection (16) of the following subsection:—

“(16) At the conclusion of the enquiry the board holding it shall find whether the teacher charged is guilty or not guilty of the misconduct with which he has been charged and the chairman shall inform the teacher charged of the finding of the board which shall, where applicable, be that of the majority of the members, and shall report the result of the enquiry to the Director.”;

- (n) the substitution for subsection (17) of the following subsection:—

“(17) If the teacher charged is under suspension from duty under subsection (4) and the board holding the enquiry finds that he is not guilty of the misconduct with which he has been charged, the said teacher shall be required forthwith to resume duty in his post or any other post in the discretion of the Director and be paid his full emoluments for the period of his suspension.”;

- (o) the substitution for subsection (18) of the following subsection:—

“(18) If the board holding the enquiry finds the teacher charged guilty of the misconduct with which he has been charged, the teacher concerned may within fourteen days as from the date upon which he was informed of the finding, appeal against such finding to the Administrator by giving to the chairman of the board holding the enquiry written notice of appeal wherein he shall set forth fully the grounds upon which the appeal is based.”;

- (p) the substitution for subsection (19) of the following subsection:—

“(19) If the board holding the enquiry has found the teacher charged guilty of the misconduct with which he has been charged, the chairman shall forward to the Director the record of the proceedings at the enquiry and any documentary and other evidence admitted thereat, a statement of its finding or findings and its reasons therefor, and any observations on the case which it may desire to make.”;

- (q) the substitution for subsection (20) of the following subsection:—

“(20) If the teacher found guilty of misconduct has given notice of appeal in accordance with the provisions of subsection (18), the chairman of the board which held the enquiry shall forward to the Director, with the record and documentary and other evidence referred to in subsection (19), the appellant's notice and grounds of appeal and shall furnish the appellant with a copy of the reasons for the finding against which the appeal is brought.”;

- (r) the substitution for subsection (23) of the following subsection:—

“(23) The Director shall submit the record and the documentary and other evidence referred to in subsection (20) together with any representations which may have been submitted in terms of subsection (22), and his comments thereon, to the Administrator for consideration. The Administrator may allow the appeal wholly or in part and set aside or alter the finding, or dismiss the appeal and confirm the finding wholly or in part, or before arriving at a final decision on the appeal, remit any question in connection with the enquiry to the board which held the enquiry and direct it to report thereon or to hold a further enquiry and arrive at a finding thereon. If the Administrator directs the holding of a further enquiry, the provisions of subsections (10), (11), (12) and (13) shall apply.”;

- (s) the substitution for subsection (25) of the following subsection:—

“(25) If the Administrator allows the appeal of an appellant who was suspended from duty, he shall forthwith be required to resume his duties in his or any other post which the Administrator may direct and be paid his full emoluments for the period of his suspension.”;

- (t) the substitution for the Afrikaans version of paragraph (c) of subsection (26) of the following paragraph:—

“(c) dat hy na 'n ander pos oorgeplaas word; of”;

- (u) the substitution for the Afrikaans version of subsection (28) of the following subsection:—

“(28) Indien die onderwyser wat kragtens hierdie artikel aangekla word, die aanklag erken, word hy geag skuldig te wees aan die wangedrag waarvan hy aangekla is. Die Direkteur moet alle dokumente wat tot sy beskikking is en op die wangedrag betrekking het, en enige opmerkings wat hy daarvoor wil doen, aan die Administrateur stuur. Hy moet ook by die Administrateur 'n aanbeveling ooreenkomstig subartikel (26) doen. Die bepaling van subartikel (27) is op 'n aanbeveling kragtens hierdie subartikel van toepassing asof dit 'n aanbeveling kragtens subartikel (26) is.”;

- (v) the substitution for subsection (29) of the following subsection:—

“(29) If a teacher who has been suspended from duty in terms of subsection (4), is dealt with in accordance with the provisions of subsection (26) (a), (b) or (d), or of the second proviso to that subsection, he shall forthwith be required by the Director or his

nominee to resume duty, and if he is dealt with in accordance with the provisions of subsection (26) (c), he shall as soon as practicable be allowed to assume duty in the post or duties to which he is transferred, and in any such case he shall be paid his full emoluments for the period of his suspension: Provided that if his grade is reduced in terms of the said paragraph (d) he shall as soon as practicable be required by the Director or his nominee to assume duty in a post of the reduced grade and be paid for the period of suspension the emoluments of that post, but if emoluments in excess of the emoluments of that post were, during the period of his suspension, paid to him under subsection (5), he shall not be obliged to refund the excess.”; and

- (w) the substitution for the Afrikaans version of subsection (30) of the following subsection:—

“(30) ’n Onderwyser wat kragtens subartikel (4) geskors is of teen wie ’n aanklag ingevolge hierdie artikel ingebring is, en wat uit die diens van die departement bedank of ander werk aanvaar voordat sodanige aanklag finaal ooreenkomstig die bepalinge van hierdie artikel afgehandel is, word geag weens wangedrag ontslaan te wees met ingang van ’n datum wat deur die Administrateur bepaal moet word, tensy hy voor die ontvangs van sy kennisgewing van bedanking of die datum van sy aanvaarding van ander werk in kennis gestel is dat geen aanklag teen hom ingebring sou word nie of dat die aanklag wat teen hom ingebring is, teruggetrek is.”.

36. Section 65 of the principal Ordinance is hereby amended by the substitution for the Afrikaans version of subsections (2) and (3) of the following subsections respectively:—

Amendment of
Afrikaans
version of
section 65 of
Ordinance 46
of 1969

“(2) Die getal, gradering en indeling van poste in die skool se administratiewe afdeling is soos van tyd tot tyd by regulasies voorgeskryf word.

(3) Die bekleërs van die in subartikel (2) vermelde poste moet sodanige pligte vervul as wat by hierdie ordonnansie of enige ander wet of regulasie aan hulle verleen of op hulle gelê word of wat deur die Direkteur aan hulle toegewys mag word.”

37. The Afrikaans version of section 66 of the principal Ordinance is hereby amended by the substitution therefor of the following section:—

Amendment of
Afrikaans
version of
section 66 of
Ordinance 46
of 1969.

“Behoud van
regte.

66. Die diens en pensioenregte van alle beamptes wie se aanstellings op die inwerkingtreddatum van hierdie ordonnansie deur die Staatsdienswet, 1957 (Wet 54 van 1957), gereël word, bly onveranderd, tensy sodanige beampte skriftelik kies om lid van die skool se administratiewe afdeling te word.”.

38. Section 67 of the principal Ordinance is hereby amended by the substitution for the Afrikaans version of subsection (2) of the following subsection:—

Amendment of
Afrikaans
version of
section 67 of
Ordinance 46
of 1969.

“(2) Verskillende werkure kan vir verskillende poste in die afdeling voorgeskryf word en geen beampte kan die voorreg van afwesigheid gedurende enige skoolvakansietydperk as ’n reg eis nie.”.

39. Section 68 of the principal Ordinance is hereby amended by the substitution therefor of the following section:—

Amendment of
section 68 of
Ordinance 46
of 1969.

“Pension
rights.

68. The pension rights of all officers of the schools’ administrative division, other than those appointed in a temporary capacity or on contract, shall be as prescribed by or under the Government Service Pension Act, 1973 (Act 57 of 1973).”.

40. Section 69 of the principal Ordinance is hereby amended by the substitution therefor of the following section:—

Amendment of section 69 of Ordinance 46 of 1969.

"Ages for retirement.

69. (1) In the case of an officer who was a member of the Provincial and the Territory Service Pension Fund, and who has not made the election referred to in section 6 (1) of the Provincial and the Territory Service Pension Act, 1969, the age for retirement, on the attainment of which such officer shall be retired on pension, shall be the first day of the calendar month succeeding the calendar month in which he attains the age of sixty-five years: Provided that such officer shall have the right to retire at any time prior to the attainment of such age and after the attainment of the age of sixty years, subject further to his giving written notification to the Director at least three calendar months prior to the day on which he wishes to retire: Provided further that if the Administrator considers it desirable in the public interest to retain such an officer in his post beyond the maximum age at which he shall be retired, such an officer may, with his consent, be so retained from time to time for such further period or periods as the Administrator may approve.

(2) In the case of an officer who has made the election referred to in section 6 (1) of the Provincial and the Territory Service Pension Act, 1969, the age for retirement on which such officer shall have the right to retire on pension and shall be so retired, shall be the age laid down as at the 31st March, 1969, in section 6 of the Provincial Hospitals and General Services Pension Ordinance, 1955 (Ordinance 13 of 1955), subject to all the rights and conditions prescribed by that section.

(3) Any officer who was a member of the Provincial and the Territory Service Pension Fund as at 30 June 1973, and who has attained the age of fifty-five years, may, subject to the provisions of section 6 (1) (d) of the Government Pension Act, 1973 (Act 57 of 1973) be retired on pension."

41. Section 70 of the principal Ordinance is hereby amended by the substitution therefor of the following section:—

Amendment of section 70 of Ordinance 46 of 1969.

"Discharge of persons in the schools' administrative division.

70. The provisions of section 61 shall apply, *mutatis mutandis*, to the discharge of any officer of the schools' administrative division who is a member of the Government Service Pension Fund."

42. Section 71 of the principal Ordinance is hereby amended by the substitution therefor of the following section:—

Amendment of English text of section 71 of Ordinance 46 of 1969.

"Misconduct: Part 2 of Chapter IV applies.

71. The provisions of Part 2 (Discipline) of Chapter IV shall apply, *mutatis mutandis*, to any member of the schools' administrative division."

43. Section 72 of the principal Ordinance is hereby amended by the substitution therefor of the following section:—

Amendment of section 72 of Ordinance 46 of 1969.

"Schools' domestic division.

72. The schools' domestic division shall consist of such posts as may from time to time be prescribed by the Administrator by regulation, and the number and grading of such posts shall be similarly prescribed."

44. Section 73 of the principal Ordinance is hereby amended by the substitution therefor of the following section:—

Amendment of section 73 of Ordinance 46 of 1969.

"Conditions of service.

73. The conditions of service of members of the domestic division shall be prescribed by regulation."

45. The Afrikaans version of section 77 of the principal Ordinance is hereby amended by the substitution therefor of the following section:—

Amendment of
Afrikaans
version of
section 77 of
Ordinance 46
of 1969.

"77. 'n Lid van die huishoudelike afdeling wat ooreenkomstig artikel 75 of 76 ontslaan is, het die reg om na die Administrateur te appelleer."

46. The Afrikaans version of section 78 of the principal Ordinance is hereby amended by the substitution therefor of the following section:—

Amendment of
Afrikaans
version of
section 78 of
Ordinance 46
of 1969.

"Waarnemende
aanstellings.

78. Die Direkteur kan enigeen aanstel om tydelik in 'n pos in die huishoudelike afdeling waar te neem wat om enige rede vakant is of wanneer enige lid ook al nie in staat is om sy pligte uit te voer nie."

47. Section 83 (1) of the principal Ordinance is hereby amended by—

Amendment of
section 83 of
Ordinance 46 of
1969 as amended
by section 1 of
Ordinance 35
of 1973.

- (a) the substitution for the first paragraph of the Afrikaans version thereof of the following paragraph:—

"(1) Die Administrateur kan regulasies uitvaardig vir enige doel waarvoor regulasies kragtens hierdie ordonnansie uitgevaardig kan word, en ter voorskrywing van enigiets wat kragtens hierdie ordonnansie voorgeskryf kan word, en oor die algemeen met die doel om aan die bepalings van hierdie ordonnansie uitvoering te gee, en in die besonder maar sonder om van die algemeenheid van die voorgaande bepalings af te doen, kan hy regulasies ten opsigte van alle of enige van die volgende aangeleenthede uitvaardig:"

- (aa) the substitution for paragraph (e) of the following:—

"(e) the conditions subject to which grants-in-aid or other financial assistance shall be made in respect of Government-aided, farm and pre-primary schools;"

- (b) the substitution for the Afrikaans version of paragraph (m) of the following paragraph:—

"(m) die getal, gradering en indeling van poste in die onderwys- en nie-doserende personele van die departement en in verskillende staatskole; die skale van salarisse, lone of toelaes wat betaal moet word, en die bevordering, oorpasing, verplasing, tug, gedrag, bevoegdhede en pligte, werkure en afwesigheidsverlof en algemene diensvoorwaardes, insluitende die bewoning van amptelike kwartiere, en die tariewe van reis-, verblyf- en ander toelaes en die omstandighede waaronder hulle betaal moet word;"

- (c) the substitution for paragraph (n) of the following paragraph:—

"(n) (i) the establishment, management and control of a medical aid fund or medical aid funds for the Department;

(ii) the classes of officers and employees who may be required to become members of and contribute to such fund or funds;

(iii) the scales of contributions;

(iv) the rights, privileges and obligations of members; and

(v) generally all matters reasonably necessary for the regulation and operation of such fund or funds; and such matters may, notwithstanding the provisions of section 56, include the circumstances, ways and conditions under, in and upon which contributions and any other moneys which are payable or owing by or in respect of officers or employees to such fund or funds, are to be recovered from the salaries or wages of such officers or employees or from any other moneys which are payable to them under this Ordinance and paid to such fund or funds; 'Officer' for the purposes of this paragraph shall include a member of the teaching establishment as set out in section 50 (2);" and

- (d) the substitution for paragraph (q) of the following paragraph:—

"(q) the conditions subject to which any grant-in-aid authorised by this Ordinance shall be made."

48. This Ordinance shall be known as the Natal Education Amendment Ordinance, 1974.

Short title.

No. 378, 1975.

[26th June, 1975.

[THE Administrator, has been pleased, in terms of Section 83 of the Natal Education Ordinance, No. 46 of 1969, to make the following regulations:

REGULATIONS GOVERNING THE ESTABLISHMENT, REGISTRATION OF AND PAYMENT OF GRANTS TO PRE-PRIMARY SCHOOLS FOR THE WHITE GROUP

Definitions

1. In these regulations, unless the context otherwise indicates—

"Administration" means the Natal Provincial Administration;
"Administrator" means the Administrator of the Province of Natal, acting on the advice and with the consent of the Executive Committee of the said Province;

"average enrolment" means the gross daily enrolment of pupils in a school quarter divided by the number of school days in that quarter;

"Department" means the Natal Education Department;

"Director" means the Director of Education or other person lawfully acting in that capacity;

"M" means the Natal Senior Certificate or its equivalent;

"Pre-primary school" means a private school registered and established for twenty or more children three years of age and over but below the compulsory age for schooling laid down in Section 26 (1) of the Natal Education Ordinance, No. 46 of 1969;

"Proprietor" means any person, company or body of persons corporate or unincorporate who or which owns, manages or maintains or who or which proposes to establish a pre-primary school;

"qualified pre-primary school teacher" means a person in possession of a teaching qualification recognised by the Director for purposes of teaching in a pre-primary school.

Establishment and Registration of Pre-primary Schools

2. (1) Any public body or person proposing to establish a pre-primary school with or without financial aid from the Administration shall make application to the Director on the prescribed form for registration.

(2) To qualify for registration the buildings and equipment must be approved by the Director and the requirements of these Regulations in regard to qualifications and allocation of staff, enrolment, educational programme and length of school day must be complied with.

(3) No person shall conduct a pre-primary school unless the Proprietor holds in respect of that school a certificate of registration which shall be prominently displayed in the principal's office.

(4) No institution shall be styled a "Pre-primary School" or use the words "Pre-primary School" as part of its name, unless it is registered as a pre-primary school in terms of these Regulations.

(5) The enrolment of a pre-primary school shall not exceed the number determined by the Director on registration and in no case may the enrolment exceed 120 pupils:

Provided that in the case of schools which, prior to 1 January 1975, had an authorised enrolment in excess of 120 pupils the maximum shall be 140 pupils.

6. No person may teach at a pre-primary school registered in terms of these regulations who is not of the White Group.

(7) The registration of any school which does not maintain the requirements or standards set out in these regulations or at which the enrolment drops below 10 pupils, may be withdrawn.

Inspection of Pre-primary Schools

3. All pre-primary schools, including non-subsidised pre-primary schools, shall be subject to inspection by any person authorised thereto by the Director.

†*No. 378, 1975.

[26 Junie 1975.

DIT het die Administrateur behaag om onderstaande regulasies ingevolge artikel 83 van die Natalse Onderwysordonnansie, No. 46 van 1969, uit te vaardig:—

REGULASIES BETREFFENDE DIE STIGTING EN REGISTRASIE VAN EN BETALING VAN TOELAES AAN PREPRIMÊRE SKOLE VIR DIE BLANKEGROEP

Definisies

1. In hierdie regulasies, tensy die samehang anders aandui, beteken—

"Administrasie" die Natalse Provinsiale Administrasie;

"Administrateur" die Administrateur van die provinsie Natal, handelende op raad en met die toestemming van die Uitvoerende Komitee van genoemde provinsie;

"Departement" die Natalse Onderwysdepartement;

"Direkteur" die Direkteur van Onderwys of 'n ander persoon wat wettiglik in daardie hoedanigheid waarnaas;

"eienaar" enige persoon, maatskappy of liggaam van persone met of sonder regs persoonlikheid wat 'n preprimêre skool besit, bestuur, onderhou of voornemens is om een te stig;

"gekwalifiseerde preprimêre onderwyser" 'n persoon in besit van 'n onderwyskwalifikasie wat vir onderwysdoeleindes in 'n preprimêre skool deur die Direkteur erken word;

"gemiddelde leerlingtal" die bruto daaglikse leerlingtal gedurende 'n skoolkwartaal gedeel deur die getal skooldae gedurende bedoelde kwartaal;

"M" die Natalse Senior- of gelykwaardige sertifikaat;

"preprimêre skool" 'n private skool wat vir twintig of meer kinders van 3 jaar en ouer maar onder die ouderdom vir verpligte skoolbesoek soos bepaal by artikel 25 (1) van die Natalse Onderwysordonnansie, No. 46 van 1969, geregistreer en gestig is.

Stigting en Registrasie van Preprimêre Skole

2. (1) Enige openbare liggaam of persoon wat voornemens is om 'n preprimêre skool met of sonder finansiële bystand van die Administrasie te stig, moet op die voorgeskrewe vorm by die Direkteur om registrasie aansoek doen.

(2) Om vir registrasie in aanmerking te kom, moet die geboue en toerusting deur die Direkteur goedgekeur en die vereistes van hierdie regulasies ten opsigte van kwalifikasies en toewysing van personeel, leerlingtal, onderwysprogram en lengte van die skooldag nagekom word.

(3) Niemand mag 'n preprimêre skool bestuur nie tensy die eienaar 'n registrasiesertifikaat ten opsigte van bedoelde skool het wat opvallend in die hoof se kantoor tentoongestel word.

(4) Geen inrigting mag as 'n "preprimêre skool" bekend staan of die woorde "preprimêre skool" as deel van sy naam gebruik nie tensy hy ingevolge hierdie regulasies as 'n preprimêre skool geregistreer is.

(5) Die leerlingtal van 'n preprimêre skool mag nie die getal wat by registrasie deur die Direkteur neergeleë word, oorskry nie en in geen geval mag die leerlingtal 120 oorskry nie; met die verstande dat waar skole voor 1 Januarie 1975 'n gemagtigd leerlingtal van meer as 120 gehad het, die maksimum 140 leerling is.

(6) Niemand wat nie 'n lid van die Blankegroep is nie mag onderwys gee in 'n preprimêre skool wat ingevolge hierdie regulasies geregistreer is.

(7) Die registrasie van enige skool wat nie die vereiste of standarde soos in hierdie regulasies uiteengesit, nêr nie waar die leerlingtal tot minder as 10 daal, kan ingetrek word.

Inspeksie van preprimêre skole

3. Alle preprimêre skole, met inbegrip van nie-gesubsidiseerde preprimêre skole, is onderworpe aan inspeksie deur enige ma wat deur die Direkteur daartoe gemagtig is.

Subsidisation of Pre-Primary Schools

4. (1) Where a registered pre-primary school is not conducted for profit, the proprietor may make application to the Director for the payment of grants towards the maintenance of such school.

(2) Grants made in terms of this section shall be subject to the conditions prescribed in these regulations.

(3) The Administrator may approve grants to registered pre-primary schools, excluding provincially controlled pre-primary schools, on a basis to be determined by him from time to time.

Building Grants

5. (a) The Administrator may make grants towards the erection or establishment of a pre-primary school or towards the enlargement or alteration of any existing pre-primary school buildings.

(b) Building grants shall be payable only to approved registered pre-primary schools.

(c) No such grant shall exceed one half of the approved final costs of the erection, enlargement or alteration of the school or an amount to be determined by the Administrator.

(d) The proprietor shall give a written undertaking on a form prescribed by the Director to carry on the school in terms of the Regulations for a period of 10 years calculated from the date on which a grant is made, failing which he shall be required to repay 10% of the building grant for each year in default of the undertaking.

(e) Sketch plans in respect of the erection, enlargement or alteration of any school shall be prepared by a competent person and submitted for prior approval by the Director.

Bank Accounts and Financial Statements

6. (a) Grants in respect of any pre-primary school shall be paid to the proprietor of such school and shall be deposited in a bank account specially opened by him for the purpose.

(b) The proprietor shall at any time, if required by the Director, submit an annual statement of revenue and expenditure in respect of the pre-primary school controlled by him.

Withholding of Grants

7. The Administrator may withhold the whole or any portion of a grant in respect of any school if the Director reports that the work or equipment or general conduct of such school or that the work of any teacher therein is unsatisfactory.

Appointment of Staff

8. (1) (a) The appointment of the Principal of every registered pre-primary school other than a provincially-controlled pre-primary school as contemplated by Chapter IV of Ordinance 46 of 1969 shall be made by the proprietor only after approval by the Director.

(b) The teaching staff of a subsidised pre-primary school shall be qualified pre-primary school teachers:

Provided that with the approval of the Director unqualified persons may be appointed on a temporary basis and their appointments shall be subject to review from time to time.

(c) The following shall be the minimum teaching staff appointed in subsidised pre-primary schools:

| Enrolment | Teachers |
|------------|---------------|
| Up to 23 | Principal |
| 24 to 45 | Principal + 1 |
| 46 to 67 | Principal + 2 |
| 68 to 88 | Principal + 3 |
| 89 to 110 | Principal + 4 |
| 111 to 120 | Principal + 5 |

School Calendar and School Hours for Pupils

9. (a) All pre-primary schools shall observe—

Subsidiëring van preprimêre skole

4. (1) Wanneer 'n geregistreerde preprimêre skool nie om winsbejag bedryf word nie, kan die eienaar by die Direkteur aansoek doen om die betaling van toelaes vir die onderhoud van sodanige skool.

(2) Toelaes ingevolge hierdie artikel is onderworpe aan die voorwaardes soos in hierdie regulasies voorgeskrif.

(3) Die Administrateur kan toelaes aan geregistreerde preprimêre skole, uitgesonderd preprimêre skole onder Provinsiale Beheer, goedkeur op 'n grondslag soos van tyd tot tyd deur hom bepaal.

Boutoelaes

5. (a) Die Administrateur kan toelaes vir die oprigting of stigting van 'n preprimêre skool of vir die vergroting of ombouing van enige bestaande preprimêre skoolgeboue toestaan.

(b) Boutoelaes word net aan goedgekeurde geregistreerde preprimêre skole betaal.

(c) Geen sodanige toelae mag die helfte van die goedgekeurde eindkoste van die oprigting, vergroting of ombouing van die skool of 'n bedrag wat die Administrateur bepaal, te bowe gaan nie.

(d) Die eienaar moet skriftelik op 'n deur die Direkteur voorgeskrewe vorm onderneem om die skool ingevolge die regulasies te bedryf vir 'n tydperk van 10 jaar wat bereken word van die datum waarop die toelae toegestaan word, by gebreke waarvan hy 10% van die boutoelaes vir elke jaar van nie-nakoming van die onderneming moet terugbetaal.

(e) Sketsplanne ten opsigte van die oprigting, vergroting of ombouing van enige skool moet deur 'n bevoegde persoon opgetrek en vooraf ter goedkeuring van die Direkteur ingedien word.

Bankrekenings en finansiële state

6. (a) Toelaes ten opsigte van enige preprimêre skool word aan die eienaar van sodanige skool betaal en moet gestort word op 'n bankrekening wat spesiaal vir dié doel deur hom geopen is.

(b) Die eienaar moet te eniger tyd wanneer die Direkteur dit vereis 'n jaarstaat van inkomste en uitgawe indien ten opsigte van die preprimêre skool wat hy beheer.

Weerhouding van toelaes

7. Die Administrateur kan die hele toelae of 'n gedeelte daarvan ten opsigte van enige skool weerhou as die Direkteur berig dat die werk of toerusting of algemene bestuur van sodanige skool of die werk van enige onderwyser daarin onbevredigend is.

Aanstelling van personeel

8. (1) (a) Die aanstelling van die hoof van elke geregistreerde preprimêre skool, behalwe 'n preprimêre skool onder Provinsiale Beheer soos by hoofstuk IV van Ordonnansie 46 van 1969 bedoel, word slegs na goedkeuring van die Direkteur deur die eienaar gedoen.

(b) Die onderwyspersoneel van 'n gesubsidieerde preprimêre skool moet gekwalifiseerde preprimêre onderwysers wees; met dien verstande dat ongekwalifiseerde persone met die goedkeuring van die Direkteur op 'n tydelike grondslag aangestel kan word en hul aanstellings is van tyd tot tyd aan hersiening onderworpe.

(c) Die minimum onderwyspersoneel wat aan gesubsidieerde preprimêre skole aangestel moet wees, is soos volg:—

| Leerlingstal | Onderwysers |
|---------------|-------------|
| Tot en met 23 | Hoof |
| 24 tot 45 | Hoof + 1 |
| 46 tot 67 | Hoof + 2 |
| 68 tot 88 | Hoof + 3 |
| 89 tot 110 | Hoof + 4 |
| 111 tot 120 | Hoof + 5 |

Skoolkalender en skoolure vir leerlinge

9. (a) Alle preprimêre skole moet die volgende nakom:—

- (i) either the school calendar prescribed for government schools; or
- (ii) a calendar providing for at least 190 school days per (calendar) year as approved by the Director.

(b) A pre-primary school shall remain open on all the school days prescribed in the school calendar; provided that the Director may in his discretion condone any shortfall which was due to causes beyond the control of the proprietor.

(c) In pre-primary schools pupils shall not attend on more than five days each week, save in special circumstances and with the approval of the Director.

(d) The length of the school day shall not be less than four hours for pupils.

Quarterly Returns

10. At the end of each school quarter every proprietor shall submit to the Director on a prescribed form a return of the pupil enrolment and attendance.

Attendance Register and Pupil Records

11. (a) The registration of the enrolment and attendance of pupils shall be recorded in registers provided by the Director and in accordance with the instructions contained in the register.

(b) An individual file for each child containing an application for admission form, a record of important events and copies of quarterly reports furnished to parents shall be kept.

Admission and Expulsion

12. The admission to and exclusion from school of children shall be in the absolute discretion of the school: Provided that the proprietor shall furnish full particulars to the Director of any child whose admission has been refused on the grounds of the inability of the parent to pay the fee levied by the school.

Fees

13. The proprietor of any pre-primary school in receipt of a grant in terms of these Regulations may levy fees on the parents in accordance with the requirements of the school: Provided that if the gross combined income of both parents is less than R3 000 per annum, the fee payable by them shall not exceed one half of the normal tariff levied by the proprietor.

Date of Effect

14. These Regulations shall come into operation on 1st July, 1975.

15. The Regulations published on the 10th June, 1971, under Provincial Notice No. 320 of 1971, as amended, are hereby repealed.

9/17/P.

(1)018524/N.W. 8475/26-6-75.

- (i) of die skoolkalender wat vir staatskole voorgeskryf is, of

- (ii) 'n kalender wat vir minstens 190 skooldae per (kalender-) jaar voorsiening maak, soos deur die Direkteur goedgekeur.

(b) 'n Preprimêre skool moet op al die op die skoolkalender voorgeskrewe skooldae oop wees; met dien verstande dat die Direkteur na sy goeëdunke enige tekort kan kondoneer wat aan oorsake buite beheer van die eienaar te wyte was.

(c) Leerlinge van preprimêre skole mag nie die skool meer as vyf dae elke week bywoon nie, behalwe in spesiale omstandighede en met die goedkeuring van die Direkteur.

(d) Vir leerlinge mag die lengte van die skooldag nie minder as vier uur wees nie.

Kwartaalstate

10. Elke eienaar moet state aangaande die leerlingtal en -bywoning by die Direkteur aan die einde van elke skoolkwartaal indien.

Bywoningsregister en leerlingrekords

11. (a) Die registrasie van die inskrywing en bywoning van leerlinge moet ingeskryf word in registers deur die Direkteur voorsien en ooreenkomstig die instruksies in die register vervat.

(b) 'n Afsonderlike lêer moet vir elke kind gehou word en moet 'n aansoekvorm om toelating, 'n rekord van belangrike gebeure en afskrifte van kwartaallike rapporte wat aan ouers verstrek is, bevat.

Toelating en skorsing

12. Die toelating tot en skorsing uit die skool van leerlinge berus uitsluitlik by die skool; met dien verstande dat die eienaar volledige besonderhede aan die Direkteur moet verstrek van enige kind wie se toelating geweier is op grond van die ouer se onvermoë om die gelde wat die skool hef, te betaal.

Gelde

13. Die eienaar van 'n preprimêre skool wat 'n toelae ingevolge hierdie regulasies ontvang, kan gelde op die ouers hef ooreenkomstig die vereistes van die skool; met dien verstande dat as die bruto gesamentlike inkomste van albei ouers minder as R3 000 per jaar is, die gelde wat hulle verskuldig is hoogstens die helfte van die gewone tarief wat die eienaar hef, moet wees.

Inwerkingtredingsdatum

14. Hierdie regulasies tree op 1 Julie 1975 in werking.

15. Die regulasies soos op 10 Junie 1971 by Provinsiale Kennisgewing No. 320 van 1971 gepubliseer, soos gewysig, word hierby herroep.

9/17/P.

Presidential Address delivered by Dr. Ruth S. /
at the Annual Meeting of the Council held at
Cape Town on 21st April, 1975.

The National Education Policy regarding pre-school education has been in force now for six years. I shall attempt to look at the present situation in the light of that policy and, since we are about to extend our work, to ask what are its implications for our development as an Association.

Our hopes were bright in 1969. Pre-school education had been declared by Act of Parliament an integral part of the country's Education System, and Provincial Administrations were empowered to develop it. The Committee of Educational Heads was entrusted with responsibility for drawing up standards for all nursery schools throughout the land. Surely the forty years of our Association's labours were coming to fruition! Surely the sky was bright with promise! Our disillusionment is no doubt due to the outsider's ignorance of the ramifications of the administrative machinery under a diversified provincial system, and of the time it takes between the laying down of a policy by Parliament and its ultimate successful implementation by the several provinces.

All four Provinces immediately set about their task, tackling it at its most vital point - the supply of trained and qualified nursery school teachers, the lack of which has been the despair of the Nursery School Movement in its efforts to set pre-school education on a sound basis, and without which no truly educational structure could be built. All four Provinces introduced pre-primary courses into their Teacher Training Colleges. Also the Transvaal started a number of provincial nursery schools to help meet the growing demand for pre-school facilities, and the Cape experimented with pre-primary classes and a few pre-primary schools. A dual system of public and private pre-school education had been launched. In the Transvaal and the Cape adjustment has been difficult.

In the Transvaal, with more pre-school children than in the other three provinces put together, there are four Provincial Teacher Training Colleges, and in addition one under the

Department of National Education, and two universities, all now training pre-school teachers in accordance with criteria laid down by the Committee of Educational Heads. The Cape has one Provincial and one National Training College. Yet in these two Provinces it is almost impossible for private nursery schools to obtain the required staff. I am given to understand that on the platteland the position is altogether hopeless.

The new provincial training courses offer no relief to private nursery schools. The number of pre-primary trainees has had to be restricted because of the shortage of staff in other grades, and nearly all those qualifying in pre-primary work are absorbed into provincial nursery school posts or grade classes. The University of Pretoria has changed its training programme and substituted, for the three-year nursery school teacher course, a four-year academic degree course, preparing students largely for academic or supervisory posts, and thus substantially reducing the number of nursery school teacher students. Today we are farther away than ever from meeting the steadily growing demand for nursery school personnel. There is great need for still more training facilities.

Moreover, the dual system of pre-primary education has brought increased discontent to teachers in private nursery schools, who are unhappy and rebellious because their always inadequate salaries and perquisites, dependent on a per capita subsidy paid to school committees, now bear invidious comparison with those in provincial nursery schools. The private sector in the Transvaal and the Cape are in serious distress, and in some places threatened with collapse.

In contrast with the private nursery schools, the government pre-school structure has made marked progress, especially in the Transvaal. We must congratulate that Province on its remarkable achievement with the opening of thirty-nine nursery schools, six of them in their own specially planned and constructed buildings, catering for 2 440 children (March figures). An enthusiastic Pre-primary Education Planner has been appointed to oversee and guide the whole pre-primary development in the Province, as also a qualified Pre-primary School Inspectress, and an army of inspectors, assigned to assist her along with their other duties. While there has been a recent increase in

provincial subsidy, unfortunately only 14 of the 180 subsidised schools in the Transvaal received it. The schedule for the payment of the per capita subsidy has also been improved, but I will speak of this later.

The position of private nursery schools in the Cape is I understand similar to that in the Transvaal, with shortage of private nursery school accommodation and personnel, financial distress of committees, resulting in low salaries and unhappiness of their qualified personnel. But this Province is very privileged in that a pre-primary expert who is one of our Association's leaders in that Province has been appointed to the Minister's Advisory Council. This is an epoch-making event in the history of our Movement.

In the Free State and Natal, which, it is maintained, historically have always favoured private education facilities, and where a different financial policy is in operation with respect to pre-primary education, the new education policy has apparently had only beneficent results.

In the Free State, there have up to the present been only private nursery schools and the Administration has always paid the salaries of all trained nursery school teachers on the same scale and with the same privileges as teachers in government schools. There have recently been a number of salary increases, in all of which nursery school teachers have participated. Although in this province also the platteland is short of trained teachers, the towns are understood to be well supplied. Indeed, taking into account the fact that married teachers may be employed on a one-year basis and that teachers with a Higher Primary Diploma may now qualify for pre-primary posts with a one-year course, the fear has been expressed that full use will not be made of all the qualified pre-primary teachers available to the Province. Married ones are not often "movable". I am informed that new schools are springing up rapidly in the small towns in accordance with building and playground standards of our Association and that Municipalities are reported to be helping with their problems. Bloemfontein City Council is now assisting the Nursery School Society to finance two new schools. In this province, pre-primary education seems set on a fair course.

In Natal provincial grants for teachers' salaries in private

nursery schools have been paid for some time. But I understand that a new scheme is about to be introduced. Committees of private nursery schools are to have a choice regarding the nature and extent of provincial aid that they will receive. They may have salaries paid by the Province, with all attendant rights and privileges, but a measure of provincial control over appointments. Or they may settle for a per capita subsidy. Or they may choose to remain independent with no help and no control by the Department. One new provincial pre-primary school is to be added to the two at present attached to two training colleges, but the Province plans no further schools for the present. It will be interesting to see to what extent this new policy will bring about a change in the pre-primary structure of this Province. Although there is still some shortage of qualified personnel in Natal, the payment of salaries, as in the Free State, has proved a powerful magnet to draw qualified teachers from the other two Provinces where the shortage is so very acute.

The happy state of affairs in Natal may in part be attributable to the fact that the Natal Nursery School Teachers' Association is affiliated to the Natal Teachers' Society, which is officially recognised by the Province, and which looks after the interests of its various groups. I understand that the Provincial Administration is always willing to discuss troublesome matters with the Teachers' Society, and did so when the new Education Policy was announced, recognising that the Society is representative of the interests that will be affected.

In view of totally different circumstances in the Transvaal, neither of its Teachers' Associations can speak with authority on problems of the private nursery schools. We are privileged in the Transvaal to have a representative of the Education Department on our National Executive, and she is always ready to listen sympathetically to our point of view. But this is in no way equivalent to having prior information on important matters under consideration. Even in Parliament it is no uncommon practice to announce that particular legislative measures have been agreed upon by interested parties beforehand, or contemplated measures are frequently published well ahead of time to enable affected parties to submit their views. This would not appear to be the practice with Provincial Authorities. In a day of détente and dialogue, however, may we hope that one day professional

organisations like ours, only directly affected but vitally concerned, may be taken into confidence on contemplated important steps, in the interests of our common responsibility, pre-school children?

Are the present difficulties in our Movement to be traced to the very Law to which we looked so hopefully to establish pre-primary education on a firm basis? The Education Act was concerned only with provision for setting up a unified National Education Policy. There was to be a pre-primary section, it is true, under provincial administration like the rest of the system. But while the Policy Amendment Act of 1969 made pre-primary education an integral part of the structure, it made no provision for protecting the existing private nursery schools which had pioneered pre-primary education in South Africa when the Government was doing nothing about it; which had carried it with restricted help from the Government for over 40 years; which to a large extent was responsible for creating the present appreciation of and demand for nursery school education, and had finally succeeded in convincing the authorities of its necessity; and on which the country at the present time is still in very large part dependent for the supply of those services.

While the Act of 1967 provided that "conditions of service and salary scales of teachers shall be uniform" (Section 2, j-o), it did not specify that this was to apply to private nursery schools as well as to provincial ones. It made no provision to safeguard the interests of teachers in those schools whose salaries were dependent on provincial subsidies. Thus, although the Act went on to declare: "Shall also endeavour to uphold and promote respect for education, and also for the teaching profession

CASE NOTE:

After my arrival for this Conference in Cape Town on Wednesday, April, 1975, it was brought to my attention by Miss Tredoux that the Department of Education is giving attention to the remuneration of qualified Nursery School Teachers with fringe benefits and under certain conditions.

I was not aware of this new information when I drafted my address. I note therefore cancels my comments on the "Cape scene" in Nursery Education.

We are very happy to know about the concern of the Director for the Education Department, for Pre-primary Education.

Financial problems of private nursery school committees not only affect the teachers, but are a determining factor in the fees that schools must charge. While provincial subsidies have in general provided about half the salary bill, children's fees must find the other half along with capital expenditure and running costs. The result is that private nursery schools are fast becoming known as a luxury for the well-to-do.

Ever since the Means Test was first applied by the Transvaal to the payment of grants to nursery schools, our Association has never ceased to declare it to be an unethical method of subsidy. Our cry of distress has gone up year after year. In my last address to the Council in 1973 I dealt with this matter at some length and I quote from that address this morning:-

"I know that the means test is being applied also in other public spheres, but the bald fact remains that it is an inequity. The principle is in direct conflict with the accepted connotation of private means or personal income, viz., that these are personal affairs, not open to the public, and are confidential. Indeed, this connotation has been accepted by the highest legislative authority of this country, which accordingly has embodied an injunction in the Income Tax Legislation that the prescribed personal or private income information which tax-payers are required to furnish to the Receiver of Revenue may not be disclosed by him to anybody without the specific authority of a competent court of law. ...The fact that income brackets are indicated in no way alters the principle. Privacy vouchsafed by Parliament is being outraged. ...Indeed, many people have grave doubts regarding the honest application of the means test as it is applied in this country today in the several other spheres: sub-economic housing and housing loans, and social pensions and hospital fees.

"As for the payment of differentiated nursery school grants the fundamental fact would seem to be ignored that those grants are paid out of funds contributed by the tax-payers of the country, towards which the more well-to-do section already by law has been forced to contribute more than half its proportionate share as a result of our progressive income tax rates. Thus, while hundreds of thousands pay no tax at all and others pay as little as 9 per cent of taxable income, still others are forced to pay rates rising to as much as 66 cents in the Rand.

"According to the latest (then) available figures published by the Department of Inland Revenue, 16,9 per cent of all married income-tax payers contributed 74,5 per cent of the total income tax paid by all such tax payers. ...And this same group is penalized once again through the application of the means test to the payment of nursery school grants, since low grants inevitably must be balanced by high fees".

In the Transvaal at least the way is open to modify this policy. In 1848 a Provincial Ordinance took nursery schools out of the category of Private Schools, in which they had previously been classified, and put them in a special category of their own, viz. Private Nursery Schools, to be dealt with as the Administrator sees fit, no doubt in realisation of their different character and special requirements. They have in fact already benefited from this new classification, for in 1953 another Provincial Ordinance stopped all subsidies to new Private Schools while New Private Nursery Schools continue to receive subsidies if they meet with prescribed conditions.

That this differentiation is fully justified must be obvious. In all other educational categories under provincial jurisdiction, facilities offered are complete, within the Province's financial resources, although of course they can be improved and modernized. Accordingly, new private schools in these fields are not essential, because they would only duplicate with tax-payers' money facilities already provided, and subsidies would reduce resources available for extending and improving the Province's own facilities. This is not the situation in pre-primary education. Its foundation was the Private Nursery School Movement, and only now is the Province building on this and for the present at least, only in areas where private initiative has not made facilities available. Therefore, since private nursery schools constitute a recognized, integral part of the pre-primary education system recognized by law as necessary, assistance from tax-payers' money is not only warranted, but called for to an extent sufficient to enable them to provide services comparable with those in provincial nursery schools.

Naturally the introduction of their own pre-primary schools has made new calls on the financial resources of the Cape and the Transvaal, and thus may be limiting the aid that they can

afford to give to private nursery schools. I am assured, however that the total subsidy made available annually by the Treasury to the Provinces includes a specific provision for nursery school education. This provision in the provincial subsidy for nursery schools is calculated annually on a basis which has been determined after consultation between the Provinces and the Treasury. The amount actually spent on nursery schools is, however, fixed by the Provinces, in their annual budgets, completely at their own discretion, and the Treasury has no jurisdiction in this particular matter.

In the circumstances, the problem would appear to be a question of priorities, i.e. the decision as to the amount to be made available by the Provinces for pre-primary education as a whole, and then the allocation of that amount as between new provincial schools and the pioneer private schools, which are now recognized as an integral part of the pre-primary structure.

The per capita subsidy, which in the beginning was a kindly move by Provincial Administrations to assist the young nursery schools, has now become a gag which is strangling the Movement in the Cape and the Transvaal. Private pre-school education in South Africa will not be secure - indeed it will with difficulty survive - unless the present system of financing it basically altered, for it is threatening the dignity, security and efficiency of its trained and qualified nursery school teachers and seriously hindering the extension of its facilities.

We welcomed the establishment of the Committee of Educational Heads, the function of which, as I understand it, is to implement the new Act, and to bring as much uniformity as possible amongst the four Provincial Education Departments. We looked to it hopefully for professional guidance and support. It is with genuine sorrow therefore that I say that it has already introduced trends that are deeply disturbing.

To begin with, it came as somewhat of a shock to learn that provincial nursery schools are to charge fees, albeit low ones. Does this mean that public pre-primary education is not considered by the Government to be an essential part of the education process after all? In other words, is it also to be a luxury for those willing to pay for it? It has been called the privatization of the education system. But surely foundations are

essential? Freely available is not synonymous with compulsory. The difference is important when dealing with young children. Is not the principle of free education in a democracy being called in question? Regarding that principle, we cannot do better than borrow the words of John Dewey that the National Council for Child Welfare adopted as its slogan for its recent Jubilee Conference: "What the best and wisest parent wants for his own children, that must the country want for all its children". I understand that the argument defending the fee is that parents must have a share of responsibility for the nursery schools, because people don't really appreciate what is given to them free. It makes one wonder whether it is the parents' moral lack or the children's welfare that we are most concerned about.

Certain principles of pre-school education universally recognized as in keeping with the special needs of pre-school children and which our Association holds to be basic, have been overlooked or transgressed in the recent schedule issued by the Committee.

The staffing limitation of 20 children to a teacher prevents the intimate, personal contact between child and teacher by means of small groups considered essential for the physical, emotional, social and intellectual well-being of the young child. I understand that, in the case of special schools for handicapped children under the Department of National Education, this essential is recognized, and the pupil-teacher ratio is 5 to 1. But the similar need of the so-called normal pre-school child for a close, intimate relationship has been ignored. The inclusion of the Principal in the quota, tying her to a group, is not only inimical to good organisation in the nursery school, but ignores her special responsibility toward her staff and every child individually. If she does not take a group, the Committees' staffing quota requires that the groups must be by so much larger. It inevitably prevents the cultivation of close communication and co-operation between school and parents, one of the basic principles of pre-school education.

We appreciate the Committee's zeal to ensure adequate trained staff in private nursery schools. That is what our Association has been fighting for. But to demand this when the situation makes it impossible to meet the requirement seems a little short of

just. The Transvaal has added the proviso that subsidized schools will be penalized and no new schools will be eligible for subsidy if - presumably at their own expense - they improve on the prescribed maximum staffing quota, and strive for greater efficiency. Surely minimum standards are what one would expect, not maximum? Can it have been a misprint in Circular 11?

Health care, as prescribed by the Committee of Educational Heads falls far short of the programme considered essential for pre-school children. There is no adequate provision for regular medical examinations. Could they not be provided to private nursery schools, as they are in the Free State, by the Province's school medical services, which include dental and psychological services, and sight and hearing tests, so essential at the pre-school stage of childrens' development? There is no recognition in the Committee's standards of the nutritional needs of young children, but I understand that Natal mentions "nourishment" in its subsidy schedule.

I remember a sentence in a report of Dr. H.H.G. Kreft when he was Director of Education in the Transvaal and the question of school feeding was under consideration. He said that the Department could do little about the problem of malnutrition in primary schools because it got children too late. In Provincial pre-primary schools the Departments now have opportunity to tackle this problem as much as three years earlier than children's entrance to primary school, with a programme of preventive rather than remedial health care. From a purely economic point of view, ignoring humanitarian considerations, has the Committee considered the financial advantage of prevention of ills in the pre-school years as over against attempts to cure them when the child has reached primary school? The Committee's approach would seem so far to be alarmingly slanted towards the primary school methods and values, rather than toward the very specific needs for growth and development of pre-school children. A completely new opportunity has opened to Education Departments, which has apparently not yet been fully recognized by the Committee in drawing up standards for pre-primary education.

What does all this mean for our Association? For me it raises a nagging question. Have we put across the real meaning and inwardness of the pre-school Movement, when even Education

Authorities seem not fully sensitive to its essential requirements? Or perhaps we should say, are unable to dissociate themselves from the old familiar demands of Education Departments? Lack of understanding is evident also in the public attitude towards nursery schools. So much of the agitation for more facilities emphasizes the demand of industry for married women workers and custodial care for their children. So much of the public response to the demand has been the multiplication of places of care under conditions that betray the nursery school by borrowing its name.

The hard truth is that the direction and quality of pre-school education as it continues to develop throughout the country will be largely determined by the general level of the public attitude toward it. And that is our first responsibility as an Association - education. In matters of special concern, Governments follow public demand; they do not lead. Laws confirm; they do not create. Can we expect them to produce anything better in pre-school education than the public conscience calls for?

It is evident that, even with provincial involvement, the private sector for a long time will have to be responsible for providing the greater part of pre-school facilities with government assistance. I believe that this is good, for government action can never dispense with voluntary effort in social and educational endeavour. Therefore our Association must be increasingly involved, both in deepening public understanding and in fostering a public sense of responsibility for pre-school education. But government assistance must be sufficient to make their efforts successful.

As an Association we must educate ourselves as well as the public. We must keep abreast of modern scientific thought in our field. The time is opportune for widening our vision. Although the Nursery School Movement is still struggling in South Africa, there never was a time when, the world over, public interest in the pre-school child was so intense, as Miss Tredoux reminded us in the latest number of Barkly House Training College Magazine. Child development specialists, psychologists, psychiatrists, pediatricians, philosophers are all awake to the importance of early childhood, she says. The recent development in South Africa's education policy is undoubtedly a reflection of that concern.

Surely it is the responsibility of our Association to make our work recognised as part of this wide concern. That I think is the significance of the move to change our name, to link us up practically and in our public image with other efforts where our activities converge at the point of the pre-school child. The move is no plan to intrude on the activities of others, or to overlap their work. Our field remains education in its fullest and richest meaning, and our aim is to make an educational contribution wherever we can, and also to get help for our own efforts wherever we can. Giving and taking, we hope to increase the total output, for the whole is always greater than the sum of its parts. Our recent Johannesburg Study Conference opened up a vista on the need and the possibility of such a development.

Actually this is no new departure. Our Association has always been sensitive to the situation of pre-school children outside the nursery school. Local Societies have extended their activities far beyond its walls, into hospitals, creches, playgrounds, and lecture courses - particularly Johannesburg, East London and Port Elizabeth. But as a National Body we have not succeeded in attracting the active interest and co-operation on a large scale of leaders in other fields of pre-school child care, whose knowledge and experience would greatly enrich our own. We need leaders from related fields on our Councils and Committees, to help us in dealing with the child in all aspects of his vital wholeness. To secure this co-operation is, in my opinion, the most immediate task facing our Association. And I believe, if we make it our policy, the Association will gain the strength and influence that we sorely need.

Besides workers in related fields of child care, there is another source of potential support that we could explore - the body of trained and experienced nursery school personnel that has been building up since 1942, when the first class of nursery school trainees qualified. So many have dropped out of active teaching in nursery schools, and have not found scope for their skill in our Association's activities. They have a great deal of knowledge and experience to contribute to our expanding program. I think that the compiling of a National Register of Nursery School Teachers would be a valuable project.

There are two areas in particular which I would like to

emphasize that we have largely neglected. The one is non-European work. Again I refer to our national work as compared with that of local societies. Not that we have entirely neglected this field. It is implicit in our Constitution. But our efforts have been sporadic. The National Council for Child Welfare, our nearest relative, has three special sections devoted to Indian, Coloured and African work. We might well look to that Council for guidance.

Another problem that is growing daily more urgent is the all-day care of pre-school children of working mothers. The fact is that the half-day nursery school is not meeting these children's needs, because education as we understand it does not stop at twelve or one o'clock. In early days, in our zeal for getting public understanding of the educational meaning of our work, we were willing to leave the creche, which gives all-day care, to another government department. We have however been developing friendly relations with the Department of Social Welfare and they seem willing to go with us as far as the law allows. The Transvaal Education Department has now taken the big step of requiring all places caring for 20 or more pre-school children to register as nursery schools, with all the requirements in respect of accommodation, programme and so forth that such registration implies. But they do not recognize afternoon sessions as nursery schools.

The root of our difficulty here is again the Law - the rigid lines of demarcation separating government departments - their "Territorial Imperative". We ran into this problem at the very start of our Movement, when we made the rounds from Education Department to Social Welfare, to Health, to Municipality, and back and round again, looking for a Department that could legally give pre-school education the service we envisaged. No one was willing to risk encroaching on another's domain. That struggle had a happy ending when the Transvaal Education Department was the first to change its Ordinance and open its arms to the infant Movement. Many sacred lines of departmental demarcation must be crossed before the diverse needs of young children can be gathered under one legal umbrella. Now that the Departments of Education and Social Welfare and Pensions have been put under one Minister, is not the time opportune to move in this direction?

I hope I have not sounded pessimistic this morning. We must

realize and be thankful that South Africa is moving in the matter of pre-school education. And we should recognize with appreciation the progress that has been made in all four Provinces. I am full of hope that, with deeper understanding and good will, the problems that now frustrate us will be solved, and that the Law, to which we looked so hopefully, will prove the Charter of our Movement.

I would like to leave with you heartening words of a wise and good man:-

"The earnest efforts of Christian citizens, true to their responsibilities, cannot fail to secure wise laws and honest enforcement. When these are attained, not only will it be true that the welfare of the people is the supreme law, but equally so that the supremacy of law is the highest welfare of the people".

1976

MEMORANDUM submitted to THE MINISTER FOR NATIONAL EDUCATION
The Hon. DR. P.G.J. KORNHOF, by the S.A. ASSOCIATION for
EARLY CHILDHOOD EDUCATION.

MEMORANDUM RE THE DIVERSITY IN THE APPLICATION OF THE
NATIONAL EDUCATION ACT REGARDING PRE-PRIMARY EDUCATION
AND THE PRESENT DILEMMA CONCERNING THE COUNTRY'S PRE-
SCHOOL CHILDREN.

A. DIVERSITY in the implementation of the NATIONAL EDUCATION
POLICY ACT : PRE-PRIMARY EDUCATION :

1. SALARIES and SUBSIDIES.

In view of the urgent need to provide extended day-care services for pre-school children in the Republic and the present dilemma in which various organizations in the private sector find themselves in attempting to meet this need, the S.A. ASSOCIATION FOR EARLY CHILDHOOD EDUCATION (formerly the NURSERY SCHOOL ASSOCIATION of SOUTH AFRICA) wishes to draw your attention to certain grave anomalies in the implementation of the NATIONAL EDUCATION POLICY ACT.

Throughout the country these anomalies are seriously affecting development of pre-school education, particularly in the field of subsidised, committee-controlled, non-profit making pre-primary schools, popularly known as Nursery Schools. In the Transvaal the situation is critical.

Existing efforts by the state and the private sector are quite inadequate to supply the pre-school education needs of the Transvaal alone in the foreseeable future let alone the country as a whole.

It has been officially stated by the Transvaal Education Department that the policy for expansion will be limited to providing accommodation for 840 pre-school children a year.

The 1970 census records that there were 121 330 white children aged 3, 4 and 5 in the Transvaal. With the white population of the country growing at a rate of 1,4% per year one can expect the number of children in this age group in the Transvaal to increase by about 17 - 1800 per year for the next few years. In other words the province is not even catering for half of the annual increase, is doing nothing to make up the backlog, and is in fact falling further and further behind.

The private sector's contribution, on which the country

.....has/

has relied for so long, seems to be grinding to a halt in the face of inflation, lack of qualified teachers, and insufficient state support. We do not have an up to date picture of changes in the number of private nursery schools in the Transvaal in recent years but we are convinced that few new nursery schools are being opened.

The latest figures available for the country as a whole (Dept. of Statistics - New Release 27 November 1975 bear this out : the total number of private nursery schools in the country increased by only one, from 485 to 486 between 1975 and 1976.

And, instead of lengthening their hours to help working mothers, many private nursery schools are tending to shorten, them, to cut out meals that they can no longer afford to give, and to satisfy staff who are desperately badly paid (and who themselves are starting to seek afternoon work in other jobs).

That the said Pre-primary schools fall within the meaning and intention of the Act is evident by :

- (a) Definition X1 of Act 39, 1967, which states :
"School means any educational institution or that part of such an institution at which education is provided up to a standard not higher than Standard 10, and which is maintained, managed and controlled or subsidized by the Department or a Provincial Administration.
- (b) Specific reference to Pre-primary schools in Act No. 73 1969, Section 2iA (3) as also in Act No. 92, 1974. Section 2i A (3) which reads : "The training of white persons as teachers for primary and pre-primary schools....."

as also in Act No. 92, 1974, Section 2iA (3)

Whereas it is understood that the intention of the National Education Policy Act is to effect a co-ordinated national policy for Education in the four provinces, and that statutory body, viz. the Heads of Education Committee has been established for the purpose of effecting such co-ordination, there yet exists a disturbing extent of divergence in the implementation of the policy with respect to certain vitally important aspects of Pre-primary education.

The most glaring divergence consists of the Transvaal's financial policy with respect to subsidized non-profit-making committee-run pre-primary schools. While the other three provinces conform to the Act's ruling that salaries and conditions of service throughout the country shall be uniform (No. 39, 1967 Sec. 2 j) the Transvaal persists in pursuing a policy of per capita subsidy based on family income of children. We believe that this ignoring of the Act in itself is responsible for the crippling shortage of trained Pre-primary teachers in the province. While the Province trains a limited number of Pre-primary teachers, these are employed only in the Provincial Pre-primary schools or classes or

.....failing/

failing that, in their primary schools.

These teachers' salaries are paid on the national scale and they are under obligation to the Province in respect of bursaries and loans or contracts. Any other available teachers are inevitably drawn to the other provinces by the national salary scale paid there. Example a teacher with M3 with ten years' experience at a private Pre-primary school in the Transvaal would receive about R3600 p.a. In Natal she would earn R7740, more than double, plus bonuses and other privileges of service.

Private Nursery Schools cannot compete with the National salary scales without charging exorbitantly high fees, thus strangling the movement and making it the privilege of the wealthy. At present fees have been raised to between R30 and R100 per term. To enable committees to compete with Provincial salaries a subsidy, two and a half times the present "higher subsidy" in the Transvaal would be required. Thus the private sector is finding itself unable to maintain its services, let alone expand them, and the supply of Nursery Schools is grossly inadequate to the demand. Yet the need is greater now than ever before and is increasing daily, with people being crowded into flatlands and the country's urgent call for women to join the working force. The Chairman of the Johannesburg Nursery School Society reports that at one school alone between 30 and 40 telephone calls are received daily for Nursery School or other day care centre facilities for mothers forced to go out to work.

The Transvaal is making a contribution to Pre-primary education through its own Pre-primary schools and training courses, but it is obvious that this development is at the expense of the private schools and Pre-primary education and care as a whole and private Nursery Schools cater for 85% of nursery school children in the Province.

In Natal Provincially controlled Nursery Schools not only appoint and pay the teachers and make their conditions of service the same as in government schools; but also give "building grants for the erection, enlargement or alteration of the buildings" on conditions set out in the regulation.

There are two other categories of Nursery Schools in this province viz. Provincial Pre-Primary Schools and Subsidized Schools. Circular No. 36/1974 N.E.D. No. 1/P/1.

In the Cape, following the draft Ordinance P.N. 849/1975 dated 11 July 1975, and the announcement in the Official Gazette 3 dated 11 July 1975, the Cape Education Department agreed to accept responsibility for the payment of teachers' salaries. To date, as far as can be ascertained this has not been implemented. Subsequent to the above Ordinance a memorandum has been sent to committee-run Nursery Schools asking them to choose between a per capita subsidy or the payment of the teachers' salaries.

Orange Free State. This Province has for a number of years

.....the ..

the salaries of the teachers in committee-controlled Nursery Schools. However, at the same time, if these committees charged fees for attendance, a proportion of these have to be paid back to the Provincial Department.

It cannot be too often repeated that since 1930 it was the private Nursery Schools and their pioneering work that launched the Pre-School Education movement in South Africa, demonstrated its meaning and worth, built up its prestige, and ultimately led to its official recognition in the State's Education system.

The valuable contribution which the private sector can make is still needed along with that of the State in an attempt to meet the growing demand for pre-school services. While conceding that inflation and other factors outside its control play a role, the Transvaal Province is finding that its own expanding programme is making it unable to apply even its own subsidy to committee controlled schools.

In 1975 it raised its per capita subsidy, but only 14 out of the 180 subsidized schools were granted this higher subsidy.
In 1976, 47 out of 60 applications were refused,

It was unable to pay higher subsidies even to all the schools which passed its qualification test and is unable to provide any kind of guarantee that a new school will receive a subsidy, thus frustrating any enthusiasm from the private sector to extend its schools and services.

2. STAFFING

In addition to the lack of uniformity with regard to salaries and subsidies the Association requests your urgent attention to the problems connected with staffing.

The present teacher/pupil ratio of 1 teacher to 20 pre-school children is resulting in a lowering of Nursery School education standards. This ratio is out of line with that accepted in most Western Countries which have adopted a ratio of 1 to 1 or 1 to 15.

The ratio of 1 teacher to 20 children can only be accepted if provision is also made for a trained assistant, to help her, thus allowing 1 adult per 10 children.

Memoranda regarding the urgent need for the re-institution of two year assistant's course (weighted on the practical side) have been submitted by this Association from 1966 onwards, the last in 1974, following the Study Conference held by the Association at the Witwatersrand University in July of that year.

We respectfully urge that the entire staffing of Pre-school centres be reviewed. This will include Pre-primary and Nursery Schools, Day-care centres and the inspectorate in the four Provinces as well as National Education Department to which persons specially trained and qualified in the specific field of early childhood education should be appointed.

3. Qualifications/.....

3. QUALIFICATIONS :

Since 1971, and the laying down of criteria for the training of Pre-primary teachers and the incorporation of courses in Provincial Training Colleges, persons having trained prior to that year at the colleges under National Education, the University of Pretoria and U.N.I.S.A. have not been eligible for appointment to Provincial Nursery Schools in the Transvaal and the Diploma in Nursery Education, issued by U.N.I.S.A. is not acceptable in any of the Provinces.

However, women holding qualifications from the training centres mentioned have been appointed to lecturer's posts in Provincial Training Colleges.

The anomaly of persons holding diplomas other than those issued by Provincial authorities having to guide and supervise Provincial trainees assigned to their Nursery Schools for practise purposes while being refused recognition for appointment to the staff of Provincial nursery schools is a matter for grave concern and the cause of great discontent.

Once again attention is drawn to the invaluable services rendered by private Nursery Schools in connection with Provincial teacher training for which they receive no remuneration and very little recognition.

4. HEALTH CARE and NUTRITION :

The pre-school years, 0 - 6, being the foundation for all future development, healthy or impaired, the Association wishes to emphasize the absolute necessity for adequate provision for health care of pre-school children in respect of regular medical examination, screening of hearing, vision and sensori-motor development, as well as sound dental care and nutrition. Greater provision for the sensory and mental stimulation of all the country's infants and toddlers (0-3 years) should also be ensured.

This has to a large extent been accepted in theory but practice falls far short of what is required both in Provincial and private Nursery Schools, and day-care centres.

If we are to lay sound foundations for developing future healthy citizens, mentally as well as physically and socially, we need to spend much more than is being done at present, on early childhood nurture and education.

This, if seriously undertaken on a nation wide scale will do much to reduce the ever increasing costs of remedial education and the repair of damage to children due to neglect during these critical years.

5. PARENT INVOLVEMENT :

As the most important educators of young children, parents should be more involved in the programmes of Pre-primary, Nursery Schools and day-care centres of any kind; and those responsible for running these centres must ensure that parents do become involved and persuaded to assume responsibilities which many are apt to ignore. This pre-supposes highly qualified, experienced staff, sensitive to parents' difficulties and needs. Many emotional and behaviour difficulties could be prevented and helped by the staff/children ratio.

Schools the time to deal adequately to these and to promote parent education.

The summarize we would respectfully call your attention to :

1. The lack of uniformity in the four Provinces, in the implementation of the Education Act, as it applies to Pre-primary Education, particularly as regards the payment of teachers' salaries and subsidies.
2. STAFFING : The need to revise the teacher/pupil ratio; the provision of properly trained assistants; the appointment of inspectors with special training and knowledge of early childhood development and education.
3. QUALIFICATIONS: The need for a nation-wide recognition of Diplomas awarded by the Department of National Education and the Universities, as well as those issued by the Provincial authorities.
4. HEALTH CARE and NUTRITION : to be adequately provided for.
5. GREATER ENCOURAGEMENT and provision for parent involvement and education in all pre-school centres.

B. NEED FOR A CO-ORDINATING BODY :

"All over the world a deepening concern has developed during recent years for the well-being of infants and young children. Their need for mutually satisfying personal relationships, for education for sensitive guidance and for protection have been increasingly recognized. The conviction has grown that infancy and the pre-school years are probably crucial in shaping the development of the child. At the same time there is an increasing uneasiness about whether available services successfully meet the needs of young children and their families, and effectively promote optimum development" Dr. Kellmer-Pringle "Early Child Care in Britain", pub. Gordon & Breach.

In our concern for the well-being of infants and young children in South Africa we wish to draw your attention to the confusion and wasteful dissipation of human energy and financial resources resulting from the division of responsibility for pre-school child care amongst several departments of Government viz. Education, Health, and Social Welfare.

The needs for young children (0 - 6) years, for health, education and day-care are inextricably interwoven and no rigid distinction should be made between educating and caring for them.

Allocation of responsibility for meeting these needs, to different Departments is expensive and must surely inevitably lead to overlapping and at times to children falling between stools.

We respectfully suggest therefore that the time may well have arrived for the Government to take a bold progressive step and place the services for the country's pre-school children under one authority or co-ordinating body, embracing representatives of Education, Health and Social Welfare.

As the Minister for National Education, the Association feels you, Sir, are the person most competent to take the lead.

NATAL EDUCATION
DEPARTMENT

NATALIA LANGMARKSTRAAT
POSTAL ADDRESS: Private Bag 9044
Pietermaritzburg 3200



TELEGRAPHIC ADDRESS
TELEGRAMADRES
"EDUCATION"

NATALSE ONDERWYS-
DEPARTEMENT

NATALIA LANGMARKSTRAAT
POSADRES: Privaatsak 9044
Pietermaritzburg 3200

ENQUIRIES:
NAVRAE:

TELEPHONE: 57800
TELEFOON:

Dr. J.T. van Wyk
Dept. of National Education
Private Bag X122
PRETORIA
0001

In reply please quote
Verwys in u antwoord na

No.
Nr.

1/P/1

1978.03.09

Dear Dr. van Wyk,

PRE-PRIMARY EDUCATION AND PLACES OF CARE

I am having problems in relation to the registration of institutions in which there are more than 20 children of from three to six years of age.

The Natal Education Ordinance does not make it obligatory for such institutions to register with the Natal Education Department. This is primarily because if it were made obligatory, the places of care that have not in fact already been registered as pre-primary schools would be obliged to close down. They do not meet the requirements for registration, particularly in respect of buildings, equipment, qualifications of staff and educational programme.

This has not impeded the growth and development of pre-primary education in Natal. In fact, the growth has been spectacular. The only limiting factors have been the availability of finance and trained teachers.

The position is that we have in effect phased-out many custodial centres by the conversion thereof to pre-primary schools. I am certain that the Provincial Executive Committee in Natal will not agree to the Ordinance being changed because as far as they are concerned it will dislocate the lives of a large number of married working mothers who are able to work because their children are being taken care of in Care Centres. A count in 1977 indicated that there were 5533 pupils in pre-primary schools and 4175 three-to-six year olds in Care Centres.

Yours faithfully

G. H. H. H.

DIRECTOR

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R(s). 1-2: P.N. 187/1979

EDUCATION: ESTABLISHMENT, REGISTRATION OF AND PAYMENT OF GRANTS
AND SUBSIDIES TO PRE-PRIMARY SCHOOLS FOR THE WHITE GROUP

[Regulations under Natal Ord. No. 46/1969.]

REGULATIONS

[Provincial Notice No. 187/1979 dd. 26 April 1979.]

THE Administrator has been pleased, in terms of section 83 of the Natal Education Ordinance, No. 46 of 1969, to make the following regulations:

REGULATIONS GOVERNING THE ESTABLISHMENT, REGISTRATION OF AND PAYMENT OF GRANTS AND SUBSIDIES TO PRE-PRIMARY SCHOOLS FOR THE WHITE GROUP.

Definitions

1. In these regulations, unless the context indicates otherwise—

- "Administrator"
- "Department"
- "Director"
- "pre-primary school"
- "proprietor"
- "provincially-controlled"
- "subsidised"

shall have the meanings assigned to them in the Ordinance;

"Administration" means the Natal Provincial Administration;

"average enrolment" means the total daily enrolment of pupils in a school quarter divided by the number of school days in that quarter;

"qualified pre-primary school teacher" means a person in possession of a teaching qualification recognised by the Director for purposes of teaching in a pre-primary school.

Establishment, Registration and Classification of Pre-primary Schools

2. (1) Any proprietor who proposes to establish a pre-primary school with or without financial aid from the Administration, shall make application to the Director for registration using the forms directed by him.

(2) To qualify for registration the buildings and equipment must be approved by the Director and the requirements of these regulations in regard to qualifications and allocation of staff, enrolment, educational programme and length of school days must be complied with. All plans in respect of the erection, enlargement or alteration of any pre-primary school or proposed school shall meet the requirements of the Director and be submitted to him for approval prior to the commencement of building operations, whether a building grant is applied for or not.

(3) No person shall conduct a pre-primary school unless the Proprietor holds in respect of that school a certificate of registration which shall be prominently displayed in the principal's office.

(4) No institution shall be styled a "pre-primary school" or use the

words "pre-primary school" as part of its name; unless it is registered as a pre-primary school in terms of these regulations.

(5) The enrolment of a pre-primary school shall not exceed the number determined by the Director on registration and in no case may the enrolment exceed 134 pupils.

[Amended by R.1. P.N. 482/1982.]

(6) No person who is not of the White Group may teach at a pre-primary school registered in terms of these regulations.

(7) Pre-primary schools shall be classified as follows:

- (i) Private, in terms of Part 5 of the Ordinance or
- (ii) Subsidised, in terms of section 33 (2) of the Ordinance or
- (iii) Provincially-controlled, in terms of section 33 (3) of the Ordinance or
- (iv) Provincial.

(8) The Director shall from time to time determine procedures for the registration and continued registration in each class of pre-primary schools.

Withdrawal of Registration or Change of Classification

3. The registration of any school may be withdrawn or its classification changed should the requirements and standards as determined by the Director from time to time, not be met within a period determined by him or when the enrolment of a school drops below 20 pupils.

Inspection of Pre-Primary Schools

4. All pre-primary schools shall be subject to inspection by any person authorised thereto by the Director.

Application for Classification as a Provincially-controlled Pre-primary School

5. (1) Where a pre-primary school is not conducted for profit, the proprietor may make application to the Director for the school to be classified as a provincially-controlled pre-primary school.

(2) Provincially-controlled schools shall be administered by a committee which shall operate under a constitution or, where applicable, a memorandum and articles of association in terms of section 21 of the Companies Act, 1973 (Act 61 of 1973), which shall be subject to the prior approval of the Director and shall include such requirements as may be stipulated by him from time to time.

(3) In the event of lack of agreement between the parties involved in applying details concerning the administration of the school including the rental payable, if applicable, the Director may require that the respective parties should resort to arbitration.

Application for classification as a Subsidised Pre-primary School

6. (1) Where a pre-primary school is not conducted for profit the proprietor may make application to the Director for the school to be classified as a subsidised pre-primary school.

(2) The Director may approve the payment of a subsidy to a subsidised pre-primary school on a basis to be determined by the Administrator from time to time.

(3) The Director may withhold the whole or any portion of a subsidy in

respect of any school if the equipment or the general conduct of such school or the work of any teacher therein or the implementation of the educational programme as determined by the Director, is unsatisfactory.

Building Grants

7. (1) The Director may make grants, at rates approved by the Administrator from time to time, towards the erection or establishment of a pre-primary school or towards the enlargement or alteration of any existing pre-primary school buildings. The provisions of Regulation 2 (2) in respect of plans shall *mutatis mutandis* apply.

(2) Building grants may be paid only to pre-primary schools of which ownership is vested in a charitable, religious or educational body of a public nature which operates on a non-profit basis.

(3) No such grant shall exceed one-half of the approved final costs of the erection, enlargement or alteration of the school, unless otherwise determined by the Administrator.

(4) The proprietor shall give a written undertaking on a form prescribed by the Director to carry on the school in terms of the regulations for a period of 10 years or such lesser period as may be determined by the Director, calculated from the date on which a grant is made, failing which he shall be required to repay 10 % of the building grant for each year in default of the undertaking.

Bank Accounts and Financial Statements

8. (1) Building grants or subsidies in respect of any pre-primary school shall be paid to the proprietor of such school and shall be deposited in a bank account opened by him for the purpose.

(2) The proprietor of a subsidised or provincially-controlled pre-primary school shall submit to the Director an audited annual statement of revenue and expenditure and a balance sheet in respect of the pre-primary school controlled by him.

Appointment of Staff

9. (1) The appointment of the principal of a private or subsidised pre-primary school shall be made by the proprietor only after approval has been given by the Director.

(2) The teaching staff of a subsidised pre-primary school shall be qualified pre-primary school teachers: Provided that with the approval of the Director unqualified persons may be appointed on a temporary basis and their appointments shall be subject to review from time to time.

(3) The following shall be the minimum number of teaching staff appointed in pre-primary schools:

| Enrolment | Teachers |
|------------------------------|---------------|
| Up to and including 24 | Principal |
| 25 to 40 | Principal + 1 |
| 41 to 71 | Principal + 2 |
| 72 to 96 | Principal + 3 |
| 97 to 125 | Principal + 4 |
| 126 to 134 | Principal + 5 |

[As amended by R. 2, P.N. 482/1982 and P.N. 634/1984.]

School Calendar and School Hours for Pupils

10. (1) All pre-primary schools shall observe —

(a) either the school calendar prescribed for government schools;
or

(b) a calendar providing for at least 190 school days per (calendar)
year as approved by the Director.

(2) A pre-primary school shall remain open on all the school days prescribed in the school calendar: Provided that the Director may in his discretion condone any short-fall which was due to causes beyond the control of the proprietor.

(3) In pre-primary school pupils shall not attend school on more than five days each week, save in special circumstances and with the approval of the Director.

(4) The length of the school day for pupils shall not be less than four hours.

Quarterly Returns

11. At the end of each school quarter proprietors of subsidised pre-primary schools shall submit to the Director on a form approved by him a return of the pupil enrolment and attendance.

Attendance Register and Pupil Records

12. (1) The enrolment and attendance of pupils shall be recorded in registers provided by the Director and in accordance with the instructions contained in the register.

(2) An individual file for each child containing an application for enrolment form and other records as required by the Director and copies of progress reports furnished to parents shall be kept.

Admission and Exclusion

13. The admission and exclusion from school of children shall be at the discretion of the Principal. In provincially-controlled schools, enrolment procedures shall meet with the approval of the Director.

Fees

14. In all pre-primary schools fees may be levied on the parents in accordance with the requirements of the school: Provided that in the case of subsidised or provincially-controlled pre-primary schools, the fee payable shall not exceed one half of the normal tariff levied if the gross combined income of both parents is less than R3 600,00 per annum.

Compliance with Regulations

15. All pre-primary schools holding registration certificates issued prior to the date of operation of these regulations shall, within 6 months of this date, comply with all the provisions of these Regulations. Non-compliance in respect of this Regulation shall be dealt with as provided for under Regulation 3 or as otherwise determined by the Director.

16. The regulations published on 26 June 1975, under Provincial Notice No. 378 of 1975, as amended, are hereby repealed: Provided that subject to regulation 15, such repeal shall not affect the validity of anything done under such regulations, and anything so done, shall be deemed to have been done under the corresponding or nearly corresponding provisions of these regulations.

THE Administrator has been pleased, in terms of section 83 of the Natal Education Ordinance, No. 46 of 1969, to make the following regulations:

REGULATIONS GOVERNING THE ESTABLISHMENT, REGISTRATION OF AND PAYMENT OF GRANTS AND SUBSIDIES TO PRE-PRIMARY SCHOOLS FOR THE WHITE GROUP

Definitions

1. In these regulations, unless the context indicates otherwise—

- "Administrator"
- "Department"
- "Director"
- "pre-primary school"
- "proprietor"
- "provincially-controlled"
- "subsidised"

shall have the meanings assigned to them in the Ordinance;

"Administration" means the Natal Provincial Administration;

"average enrolment" means the total daily enrolment of pupils in a school quarter divided by the number of school days in that quarter;

"qualified pre-primary school teacher" means a person in possession of a teaching qualification recognised by the Director for purposes of teaching in a pre-primary school.

Establishment, Registration and Classification of Pre-primary Schools

2. (1) Any proprietor who proposes to establish a pre-primary school with or without financial aid from the Administration, shall make application to the Director for registration using the forms directed by him.

(2) To qualify for registration the buildings and equipment must be approved by the Director and the requirements of these regulations in regard to qualifications and allocation of staff, enrolment, educational programme and length of school days must be complied with. All plans in respect of the erection, enlargement or alteration of any pre-primary school or proposed school shall meet the requirements of the Director and be submitted to him for approval prior to the commencement of building operations, whether a building grant is applied for or not.

(3) No person shall conduct a pre-primary school unless the Proprietor holds in respect of that school a certificate of registration which shall be prominently displayed in the principal's office.

(4) No institution shall be styled a "pre-primary school" or use the words "pre-primary school" as part of its name: unless it is registered as a pre-primary school in terms of these regulations.

(5) The enrolment of a pre-primary school shall not exceed the number determined by the Director on registration and in no case may the enrolment exceed 120 pupils.

(6) No person who is not of the White Group may teach at a pre-primary school registered in terms of these regulations.

(7) Pre-primary schools shall be classified as follows:

- (i) Private, in terms of Part 5 of the Ordinance or
- (ii) Subsidised, in terms of section 33 (2) of the Ordinance or
- (iii) Provincially-controlled, in terms of section 33 (3) of the Ordinance or

DIT het die Administrateur behaag om onderstaande regulasies kragtens artikel 83 van die Natalse Onderwysordonnansie, No. 46 van 1969, uit te vaardig:

REGULASIES BETREFFENDE DIE STIGTING EN REGISTRASIE VAN EN BETALING VAN TOELAES EN SUBSIDIES AAN PREPRIMÊRE SKOLE VIR DIE BLANKEGROEP

Definisies

1. In hierdie regulasies, tensy die samehang anders aandui—

- het "Administrateur"
- "Departement"
- "Direkteur"
- "eienaar"
- "preprimêre skool"
- "provinsiaalbeheerde"
- "gesubsidieer"

die betekenisse wat in die ordonnansie daaraan toegewys word;

beteken "Administrasie" die Natalse Provinsiale Administrasie;

beteken "gemiddelde leerlingtal" die totale daaglikse leerlingtal in 'n skoolkwartaal gedeel deur die getal skooldae gedurende bedoelde kwartaal;

beteken "gekwalifiseerde preprimêre onderwyser" 'n persoon in besit van 'n onderwyskwalifikasie wat vir onderwysdoeleindes in 'n preprimêre skool deur die Direkteur erken word.

Stigting, registrasie en klassifikasie van preprimêre skole

2. (1) 'n Eienaar wat voornemens is om 'n preprimêre skool met of sonder finansiële bystand van die Administrasie te stig, moet by die Direkteur daarom aansoek doen op die vorms wat deur hom voorgeskryf word.

(2) Om vir registrasie in aanmerking te kom, moet die geboue en toerusting deur die Direkteur goedgekeur en die vereistes van hierdie regulasies ten opsigte van kwalifikasies en toewysing van personeel, leerlingtal, onderwysprogram en lengte van die skooldag nagekom word. Alle planne in verband met die oprigting, vergroting of verbouing van 'n preprimêre skool of voorgestelde skool moet aan die vereistes van die Direkteur voldoen en moet aan hom voorgelê word om goedkeuring voor die aanvang van bouwerk saamhede, of daar om 'n boutoelae aansoek gedoen word of nie.

(3) Niemand mag 'n preprimêre skool bedryf nie tensy die eienaar 'n registrasiesertifikaat ten opsigte van bedoelde skool het: wat opvallend in die hoof se kantoor tentoongestel word.

(4) Geen inrigting mag as 'n "preprimêre skool" bekend staan of die woorde "preprimêre skool" as deel van sy naam gebruik nie tensy hy ingevolge hierdie regulasies as 'n preprimêre skool geregistreer is.

(5) Die leerlingtal van 'n preprimêre skool mag nie die getal wat by registrasie deur die Direkteur bepaal word, oorskry nie en in geen geval mag die leerlingtal 120 oorskry nie.

(6) Niemand wat nie 'n lid van die Blankegroep is nie mag onderwys gee in 'n preprimêre skool wat ingevolge hierdie regulasies geregistreer is nie.

(7) Preprimêre skole word soos volg geklassifiseer:

- (i) privaat, ingevolge Deel 5 van die ordonnansie of
- (ii) gesubsidieer, ingevolge artikel 33 (2) van die ordonnansie of
- (iii) provinsiaalbeheer, ingevolge artikel 33 (3) van die ordonnansie of

(iv) Provincial

(8) The Director shall from time to time determine procedures for the registration and continued registration in each class of pre-primary schools.

Withdrawal of Registration or Change of Classification

3. The registration of any school may be withdrawn or its classification changed should the requirements and standards as determined by the Director from time to time, not be met within a period determined by him or when the enrolment of a school drops below 20 pupils.

Inspection of Pre-Primary Schools

4. All pre-primary schools shall be subject to inspection by any person authorised thereto by the Director.

Application for Classification as a Provincially-controlled Pre-primary School

5. (1) Where a pre-primary school is not conducted for profit, the proprietor may make application to the Director for the school to be classified as a provincially-controlled pre-primary school.

(2) Provincially-controlled schools shall be administered by a committee which shall operate under a constitution or, where applicable, a memorandum and articles of association in terms of section 21 of the Companies Act, 1973 (Act 61 of 1973), which shall be subject to the prior approval of the Director and shall include such requirements as may be stipulated by him from time to time.

(3) In the event of lack of agreement between the parties involved in applying details concerning the administration of the school including the rental payable, if applicable, the Director may require that the respective parties should resort to arbitration.

Application for classification as a Subsidised Pre-primary School

6. (1) Where a pre-primary school is not conducted for profit the proprietor may make application to the Director for the school to be classified as a subsidised pre-primary school.

(2) The Director may approve the payment of a subsidy to a subsidised pre-primary school on a basis to be determined by the Administrator from time to time.

(3) The Director may withhold the whole or any portion of a subsidy in respect of any school if the equipment or the general conduct of such school or the work of any teacher therein or the implementation of the educational programme as determined by the Director, is unsatisfactory.

Building Grants

7. (1) The Director may make grants, at rates approved by the Administrator from time to time, towards the erection or establishment of a pre-primary school or towards the enlargement or alteration of any existing pre-primary school buildings. The provisions of Regulation 2(2) in respect of plans shall *mutatis mutandis* apply.

(2) Building grants may be paid only to pre-primary schools of which ownership is vested in a charitable, religious or educational body of a public nature which operates on a non-profit basis.

(3) No such grant shall exceed one-half of the approved final costs of the erection, enlargement or alteration of the school, unless otherwise determined by the Administrator.

(4) The proprietor shall give a written undertaking on a form prescribed by the Director to carry on the school in terms of the regulations for a period of 10 years or such lesser period as may be determined by the Director, calculated from the date on which a grant is made, failing which he shall be required to repay 10 % of the building grant for each year in default of the undertaking.

(iv) provinsiaal.

(8) Die Direkteur moet van tyd tot tyd die prosedure registrasie en voortgesette registrasie van elke klas preprimêre skool bepaal.

Intrekking van registrasie of verandering van klassifikasie

3. Die registrasie van 'n skool kan ingetrek word of klassifikasie kan verander word indien die vereistes en standaarde wat van tyd tot tyd deur die Direkteur bepaal word nie binne 'n tydperk nagekom word nie, of wanneer leerlingstal tot minder as 20 daal.

Inspeksie van preprimêre skole

4. Alle preprimêre skole is onderworpe aan inspeksie enigeen wat deur die Direkteur daartoe gemagtig word.

Aansoek om klassifikasie as 'n provinsiaalbeheerde preprimêre skool

5. (1) Wanneer 'n preprimêre skool nie vir wins bedryf word nie, kan die eienaar by die Direkteur aansoek doen om die skool as 'n provinsiaalbeheerde preprimêre skool te klassifiseer.

(2) Provinsiaalbeheerde skole moet deur 'n komitee wat onder 'n grondwet of, waar van toepassing, 'n akte van rigting en statute ingevolge artikel 21 van die Maatskappijwet 1973 (Wet 61 van 1973), bestuur word, wat vooraf deur die Direkteur goedgekeur moet word en sodanige vereistes moet bevat wat van tyd tot tyd bepaal.

(3) Indien daar nie tussen die partye wat betrokke is by die administrasie van die skool nie, met inbegrip van huur wat betaalbaar is, indien van toepassing, kan die Direkteur die onderskeie partye gelas om hulle aan arbitrasie te onderwerp.

Aansoek om klassifikasie as 'n gesubsidieerde preprimêre skool

6. (1) Wanneer 'n preprimêre skool nie vir wins bedryf word nie, kan die eienaar by die Direkteur aansoek doen om die skool as 'n gesubsidieerde preprimêre skool te klassifiseer.

(2) Die Direkteur kan die betaling van 'n subsidie aan 'n gesubsidieerde preprimêre skool goedkeur op 'n basis wat van tyd tot tyd deur die Administrateur bepaal word.

(3) Die Direkteur kan die volle subsidie of 'n deel daarvan ten opsigte van 'n skool terughou indien die toerusting of die algemene bestuur van sodanige skool of die werk van die onderwyser daarin of die toepassing van die opvoedkundige program, soos deur die Direkteur bepaal, onbevredigend is.

Boutoelaes

7. (1) Die Direkteur kan toelaes, teen koerse wat van tyd tot tyd deur die Administrateur bepaal word, vir die opbou of stigting van 'n preprimêre skool of vir die vergroting of bouing van bestaande preprimêre skoolgeboue toestaan. Die toelaes van artikel 2(2) ten opsigte van planne is *mutatis mutandis* van toepassing.

(2) Boutoelaes mag slegs betaal word aan preprimêre skole waarvan die eiendomsreg by 'n liefdadigheids-, godsdienstige of opvoedkundige liggaam van 'n openbare aard berus en 'n grondslag sonder winsbejag funksioneer.

(3) Geen sodanige toelae mag die helfte van die goedgekeurde finale koste van die oprigting, vergroting of verandering van die skool te bowe gaan nie, tensy die Administrateur bepaal.

(4) Die eienaar moet skriftelik op 'n deur die Direkteur voorgeskrewe vorm onderneem om die skool ingevolge die toelaes te bedryf vir 'n tydperk van 10 jaar of sodanige tydperk wat deur die Administrateur bepaal word, berekend vanaf die datum waarop die toelae toegestaan word, by gebreke van hy 10 % van die boutoelaes vir elke jaar van nie-na van die onderneming moet terugbetaal.

Bank Accounts and Financial Statements

8. (1) Buildings grants or subsidies in respect of any pre-primary school shall be paid to the proprietor of such school and shall be deposited in a bank account opened by him for the purpose.

(2) The proprietor of a subsidised or provincially-controlled pre-primary school shall submit to the Director an audited annual statement of revenue and expenditure and a balance sheet in respect of the pre-primary school controlled by him.

Appointment of Staff

9. (1) The appointment of the principal of a private or subsidised pre-primary school shall be made by the proprietor only after approval has been given by the Director.

(2) The teaching staff of a subsidised pre-primary school shall be qualified pre-primary school teachers: Provided that with the approval of the Director unqualified persons may be appointed on a temporary basis and their appointments shall be subject to review from time to time.

(3) The following shall be the minimum number of teaching staff appointed in pre-primary schools:

| Enrolment | Teachers |
|------------|---------------|
| Up to 23 | Principal |
| 24 to 45 | Principal + 1 |
| 46 to 67 | Principal + 2 |
| 68 to 88 | Principal + 3 |
| 89 to 110 | Principal + 4 |
| 111 to 120 | Principal + 5 |

School Calendar and School Hours for Pupils

10. (1) All pre-primary schools shall observe—

- either the school calendar prescribed for government schools; or
- a calendar providing for at least 190 school days per (calendar) year as approved by the Director.

(2) A pre-primary school shall remain open on all the school days prescribed in the school calendar: Provided that the Director may in his discretion condone any short-fall which was due to causes beyond the control of the proprietor.

(3) In pre-primary school pupils shall not attend school on more than five days each week, save in special circumstances and with the approval of the Director.

(4) The length of the school day for pupils shall not be less than four hours.

Quarterly Returns

11. At the end of each school quarter proprietors of subsidised pre-primary schools shall submit to the Director on a form approved by him a return of the pupil enrolment and attendance.

Attendance Register and Pupil Records

12. (1) The enrolment and attendance of pupils shall be recorded in registers provided by the Director and in accordance with the instructions contained in the register.

(2) An individual file for each child containing an application for enrolment form and other records as required by the Director and copies of progress reports furnished to parents shall be kept.

Admission and Exclusion

13. The admission and exclusion from school of children shall be at the discretion of the Principal. In provincially-controlled schools, enrolment procedures shall meet with the approval of the Director.

Bankrekenings en finansiële state

8. (1) Boutoelaes of subsidies ten opsigte van 'n pre-mêre skool word aan die eienaar van sodanige skool betaal moet gestort word op 'n bankrekening wat vir dié doel deur h hom geopen word.

(2) Die eienaar van 'n gesubsidieerde of provinsiaa l heerde preprimêre skool moet 'n geouditeerde jaarstaat van komste en uitgawe en 'n balansstaat ten opsigte van die preprin skool wat deur hom beheer word, aan die Direkteur voorle.

Aanstelling van personeel

9. (1) Die aanstelling van die hoof van 'n private of subsideerde preprimêre skool moet slegs na goedkeuring die Direkteur deur die eienaar gedoen word.

(2) Die onderwyspersoneel van 'n gesubsidieerde pre mêre skool moet gekwalifiseerde preprimêre onderwysers w met dien verstande dat ongekwalifiseerde persone met die g keuring van die Direkteur op 'n tydelike grondslag aangestel word en hul aanstellings is van tyd tot tyd aan hersiening on worpe.

(3) Die minimum onderwyspersoneel wat aan preprin skole aangestel moet wees, is soos volg:

| Leerlingtal | Onderwys |
|---------------|----------|
| Tot en met 23 | Hoof |
| 24 tot 45 | Hoof |
| 46 tot 67 | Hoof |
| 68 tot 88 | Hoof |
| 89 tot 110 | Hoof |
| 111 tot 120 | Hoof |

Skoolkalender en skoolure vir leerlinge

10. (1) Alle preprimêre skole moet die volgende nakom:

- of die skoolkalender wat vir staatskole voo skryf is; of
- 'n kalender wat vir minstens 190 skooldae (kalender-) jaar voorsiening maak, soos deur Direkteur goedgekeur.

(2) 'n Preprimêre skool moet op al die op die sk kalender voorgeskrewe skooldae oop wees; met dien verstande die Direkteur na sy goeëddunke enige tekort kan kondoneer aan oorsake buite beheer van die eienaar te wyte was.

(3) Leerlinge van preprimêre skole mag nie die s meer as vyf dae elke week bywoon nie, behalwe in spesiale standighede en met die goedkeuring van die Direkteur.

(4) Vir leerlinge mag die lengte van die skooldag minder as vier uur wees nie.

Kwartaalstate

11. Eienaars van gesubsidieerde preprimêre skole moet die einde van elke skoolkwartaal state aangaande die leerli en -bywoning aan die Direkteur op 'n deur hom goedgeke vorm voorle.

Bywoningsregister en leerlingrekords

12. (1) Die inskrywing en bywoning van leerlinge moe geskryf word in registers deur die Direkteur voorsien en oor komsug die voorskrifte in die register vervat.

(2) 'n Afsonderlike lêer moet vir elke kind gehou en moet 'n aansoekvorm om toelating en ander oorkondes deur die Direkteur verlang word en afskrifte van vordering slae wat aan ouers verstrek is, bevat.

Toelating en skorsing

13. Die toelating tot en skorsing uit die skool van leer berus by die hoof. In provinsiaalbeheerde skole moet inskryw prosedures deur die Direkteur goedgekeur word.

Fees

14. In all pre-primary schools fees may be levied on the parents in accordance with the requirements of the school: Provided that in the case of subsidised or provincially-controlled pre-primary schools, the fee payable shall not exceed one half of the normal tariff levied if the gross combined income of both parents is less than R3 600,00 per annum.

Compliance with Regulations

15. All pre-primary schools holding registration certificates issued prior to the date of operation of these regulations shall, within 6 months of this date, comply with all the provisions of these Regulations. Non-compliance in respect of this Regulation shall be dealt with as provided for under Regulation 3 or as otherwise determined by the Director.

16. The regulations published on 26 June 1975, under Provincial Notice No. 378 of 1975, as amended, are hereby repealed: Provided that subject to regulation 15, such repeal shall not effect the validity of anything done under such regulations, and anything so done, shall be deemed to have been done under the corresponding or nearly corresponding provisions of these regulations.

P.57627/N.W.3077/26-4-79

Gelde

14. In alle preprimêre skole kan gelde op die ouers gehou word ooreenkomstig die vereistes van die skool; met dien verstande dat in die geval van gesubsidieerde of provinsiaalbeheerde preprimêre skole die geld wat betaalbaar is nie die helfte van die normale tarief wat gehef word indien die bruto gesamentlike inkomste van albei ouers minder as R3 600,00 per jaar is, as bewoende mag gaan nie.

Nakoming van regulasies

15. Alle preprimêre skole met registrasiesertifikate wat vóór die inwerkingtredingsdatum van hierdie regulasies uitgereik is, moet binne 6 maande vanaf hierdie datum aan al die bepalings van hierdie regulasies voldoen. Nie-nakoming van hierdie artikel word behandel soos by artikel 3 bepaal of soos anders deur die Direkteur bepaal.

16. Die regulasies soos op 26 Junie 1975 by Provinsiale Kennisgewing 378 van 1975 gepubliseer, soos gewysig, word hier herroep; met dien verstande dat behoudens artikel 15 sodanige herroeping nie die geldigheid van enigiets wat ingevolge sodanige regulasies gedoen is, raak nie en enigiets aldus gedoen, word ingevolge die ooreenstemmende of byna ooreenstemmende bepalings van hierdie regulasies gedoen te gewees het.

AGENDA NO.

DEPT. FILE NO N.E.D. 1/P/1

P.S. FILE NO

DATE : 23 May 1979

MEMORANDUM FOR EXECUTIVE COMMITTEE

Use of State Premises for Pre-Primary School Purposes

Purpose of Memorandum

1. To seek authority for an amendment to the basis on which pre-primary schools occupy vacant accommodation in provincially-controlled state premises which are no longer required for pupils who are subject to compulsory school attendance.

Present Position

2. At present several provincially-controlled pre-primary schools occupy premises which are surplus to the Administration's requirements for normal school purposes. Examples are the ex-Saamwerk Junior School premises which had previously been leased for a number of years by the Deutscher Schulverein, the old Kloof Junior School and more recently, portion of the St Charles College complex.
3. An application to use the vacant New Hanover School premises for pre-primary purposes is under consideration and similar enquiries have been received in respect of the North View School which is to close at the end of 1979. Further cases of this nature are likely to arise from time to time in future. This Department is strongly in favour of the use of 'closed' schools for the purpose of developing and expanding the provision of pre-primary school facilities in Natal. There is also the added advantage of obviating the necessity for these buildings to remain empty and the possible embarrassment which could be caused thereby.
4. In the existing cases, the premises have been leased to Parent Committees in terms of authority delegated to the Provincial Secretary, for the purpose of conducting pre-primary schools on a non-profit basis. Both the Department of Agricultural Credit and Land Tenure and the Treasury have agreed that rentals in these cases be calculated on the basis of 4,25% of the value of the property - with

New copy of memo. Minor changes effected.
R.F.

the proviso however that this rate of rental is not to be regarded as a precedent for the calculation of all rentals of state-owned property and applies only to pre-primary schools.

Problem

5. Difficulties arise in these instances due to the fact that the Parent Committees who lease the premises are required to undertake and finance the structural adaptations necessary to make the buildings suitable for pre-primary school purposes and thereafter to maintain the buildings at their own cost.
6. These Committees are also required to provide at their own cost all the furniture, equipment and aids required to enable the prescribed educational programme to be implemented. The commitment in this latter regard can vary considerably depending on the size of the school, but is generally in the region of R5 000 - R8 000.
7. In meeting these commitments on moveables, the resources of Parent Committees are generally strained to the limit with the result that they have little or no funds available to finance any structural work and the completion thereof is a long and drawn out process with attendant inroads into the time of officials of the Administration on the one hand and dissatisfaction on the part of the Parent Community on the other.
8. Furthermore, these Parent Committees do not qualify for the payment of a building grant as they would do if they occupied other than state-owned premises.
9. The extent of the structural work necessary to adapt the buildings also varies considerably according to the nature of the premises being leased, but generally revolves around the adaptation of the toilet block to cater for the requirements of pre-primary children, the provision of kitchen, storage and sickroom areas and Principal's office and the improvement of layout to ensure adequate supervision of both indoor and outdoor areas. It follows that the cost involved would also vary considerably, say between R8 000 for the smaller school and a maximum of R20 000 for a school catering for the maximum enrolment of 120 permitted. In all cases, only the basic minimum and essential work will be undertaken with the view to keeping costs as low as possible.
10. The arrangement whereby Parent Committees are required to finance and arrange for the execution of structural work

on the premises being leased from the Administration, albeit under the supervision of the Director of Building Services, is contrary to the practice generally followed whereby all structural work undertaken to provincial premises which are leased, is carried out by the Provincial Building Services Department.

11. In respect of certain existing school buildings in white-zoned areas leased for Indian and Coloured education, any structural work and the maintenance of the buildings is carried out at full cost to the Administration. The value of services (other than maintenance) is reflected in increased rentals to the extent of 10% per annum of the value of the services undertaken. It is considered that the introduction of a similar arrangement in respect of pre-primary schools conducted in state premises would be beneficial to all concerned and the recommendations hereunder are to this effect. It is also envisaged that where this procedure is involved, the Parent Committee would be required to complete an undertaking to continue to conduct the pre-primary school for a minimum period of 10 years after completion of the building work. This would have the effect of rationalising the responsibilities of those Parent Committees who qualify for assistance by way of a building grant and those who elect to make use of such state premises as may be available for the purpose.

Financial

12. The expenditure involved in the maintenance and alteration of these buildings will form a charge to Provincial Building Services Votes 5 K 3 and 5 L 3 respectively.
13. The cost of converting New Hanover Primary School should not exceed R15 000. The application of the recommendations contained in this memorandum to the two other existing pre-primary schools which fall into this category viz Durban West Pre-Primary School (Saamwerk) and Gardens Pre-Primary School (St Charles), and at which additional work is necessary to bring the facilities up to departmental standards, could account for further expenditure in the region of R25 000 in the current financial year.
14. No provision for this estimated expenditure of R40 000 was however made in vote 5 L 3 in the 1979/80 estimates. If it is not possible to meet this expenditure by virement from incidental savings on Vote 5 as a whole, it will be necessary to provide for this expenditure in the additional estimates. The Provincial Accountant agrees.
15. Should in any instance the cost involved be estimated to

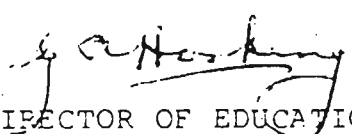
exceed R20 000, the matter will be referred to the Executive Committee for decision.

16. The recommendations contained in this memorandum carry the support of the Director of Building Services.

RECOMMENDATION

IT IS RECOMMENDED :

- (a) THAT THE BASIS ON WHICH PRE-PRIMARY SCHOOLS OCCUPY VACANT ACCOMMODATION IN PROVINCIALLY-CONTROLLED STATE PREMISES BE AMENDED TO PROVIDE FOR THE ADMINISTRATION TO ACCEPT RESPONSIBILITY FOR THE ADAPTATION THEREOF TO MAKE THE BUILDINGS SUITABLE FOR PRE-PRIMARY SCHOOL PURPOSES AND FOR THE SUBSEQUENT MAINTENANCE THEREOF.
- (b) THAT IN SUCH INSTANCES, IN ADDITION TO THE BASIC RENTAL OF 4,25% AT PRESENT CHARGED, ADDITIONAL RENTAL AT THE RATE OF 10% PER ANNUM OF THE COST OF ADAPTING THE PREMISES, BE LEVIED FOR A PERIOD OF 10 YEARS.
- (c) THAT THE PARENT COMMITTEE BE REQUIRED TO UNDERTAKE TO CONTINUE TO CONDUCT THE PRE-PRIMARY SCHOOL FOR A MINIMUM PERIOD OF 10 YEARS AFTER COMPLETION OF THE BUILDING WORK.
- (d) THAT THE FOREGOING POLICY BE APPLIED WITH IMMEDIATE EFFECT AND THAT EXISTING PRE-PRIMARY SCHOOLS BE PERMITTED TO CONVERT TO THIS BASIS ON APPLICATION.
- (e) THAT THE EXPENDITURE INVOLVED IN THE MAINTENANCE OF SUCH PRE-PRIMARY SCHOOLS BE MET FROM VOTE 5 K 3 (REPAIRS AND MAINTENANCE).
- (f) THAT THE EXPENDITURE INVOLVED IN ALTERATIONS BE MET FROM VOTE 5 L 3 (MINOR WORKS), ANY INDIVIDUAL CASE IN RESPECT OF WHICH THE COST IS ESTIMATED TO EXCEED R20 000, TO BE REFERRED TO THE EXECUTIVE COMMITTEE FOR DECISION.
- (g) THAT IF IT IS NOT POSSIBLE TO MEET THE ADDITIONAL EXPENDITURE INVOLVED FROM THE PROVISIONS AVAILABLE IN THE CURRENT FINANCIAL YEAR, PROVISION THEREFOR BE MADE ON THE ADDITIONAL ESTIMATES.


DIRECTOR OF EDUCATION

RTH/idh

The matter is submitted.

PROVINCIAL SECRETARY

INTERNAL DEPARTMENTAL MATTERS - NOT FOR PUBLICATION

Enquiries : Mrs M. Steyn

CIRCULAR NO. 20/1985

School File No. 5/2

REFERENCE NO. : S 5/2, 2/2/1
3/3/1/1

NATAL EDUCATION DEPARTMENT

13 February 1985

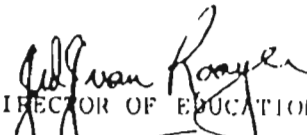
TO: PRINCIPALS AND CONTROL COMMITTEES OF ALL PRE-PRIMARY SCHOOLS

1. Allocation of Teaching Staff

The Executive Committee has granted approval that with effect from 1 January 1985 Section 9(3) of the Regulations Governing the Establishment, Registration of and Payment of Grants and Subsidies to Pre-Primary Schools for the White Group be amended as follows :

| | |
|------------------------|-----------|
| Principal/or teacher | 0 - 24 |
| Principal & 1 teacher | 25 - 40 |
| Principal & 2 teachers | 41 - 71 |
| Principal & 3 teachers | 72 - 96 |
| Principal & 4 teachers | 97 - 125 |
| Principal & 5 teachers | 126 - 134 |

2. An in-depth investigation revealed that it would be possible to implement the abovementioned staff ration without lowering the educational standards of pre-primary schools and that the amendments are educationally feasible and sound.
 - 2.1 It will be seen that staff reduction will only take place in the larger pre-primary schools with the implementation of the new staff ration. Where such reduction takes place, the Principal will be required to carry a heavier teaching load.
3. The amendment to the regulations has already been promulgated.
4. The Department relies upon the same co-operation that characterised the relationship between Control Committees and the Department in the past in order to facilitate the new procedures in the interests of pre-primary schools and pupils.


DIRECTOR OF EDUCATION
MS/sa

*Amendment to The Regulations which
affected staffing cut-backs in 1985*

NATALSE ONDERWYS
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VERWYSING NO:
REFERENCE NO: 3/3/1/9


U VERWYSING NO:
YOUR REFERENCE NO:

extracts from -

PLANNING : PRE-PRIMARY SCHOOLS

The attached planning document deals with an investigation and recommendations in connection with the provision of pre-primary education, certain provisional decisions by the Natal Education Department in view of the recommendations, and a request for comment on the document.

It would be appreciated if you could study the document and submit your comments to the Department by 24 April 1985.


DIRECTOR OF EDUCATION
JAB/cb

THE PROVISION OF PRE-PRIMARY EDUCATION BY THE NATAL EDUCATION DEPARTMENT

A. INVESTIGATION

1. Terms of reference

To investigate the possibility of increasing the number of admissions to pre-primary schools, and to make recommendations in this regard.

2. Description of the aims of Pre-Primary Education

2.1 General :

There is world-wide consensus that pre-school education can be justified. Although different researchers emphasize different aspects, the following conclusion, by Professor Hadow of Britain, published as long ago as 1933, probably best summarizes the general view: "the ideal place for the pre-school child is in an ideal home, but nearly all homes fall short. Most children would therefore benefit from nursery schooling for health and educational reasons".

More specific descriptions of the aims of pre-primary education are:

- (a) "The aim of nursery school education is to give children confidence in their learning abilities, to make them feel that school is a desirable and not an alien place to be in. It should make them more confident socially and help them to acquire emotional control. They thus become more resilient to disappointment... Nursery schools also provide an opportunity for children who are handicapped in less obvious ways to be noticed... Because of the permanent effects on a child of his experience before the age of five this is surely the period we can least afford to neglect." (Kent, J. : *Nursery Schools for All*)

- (b) "Nursery/

To provide sufficient accommodation for all children, at least 15 000 additional places will have to be created. This represents an increase of 155% on the present (1984) provision.

4. Provision of pre-primary education by the NED for white children in Natal, in the light of existing needs and available funds and facilities

Aspects which should be considered are, amongst others, space norms, pupil-teacher ratios, the provision of staff, the number of teaching periods per week and the prescribed curriculum.

4.1 Physical accommodation (space norms)

The prescribed indoor space for pre-primary schools in Natal is at present 2,5 m² per pupil. This is less than the 2,8 m² suggested by the Association of Infant Schools of South Africa (*Kleuterskoolhandboek*, 3rd edition, 1972) but more than the norm in the Netherlands: "Each child has the right to an area of 1½ to 2 m²" (W.M. Nijkamp : *De Kleuter in de Gemeenschap*, 1957) and the 2,3 m² in Britain (J. Kent : *Nursery schools for all*, 1970). Bearing in mind the statement of the HSRC report on pre-primary education in the RSA, viz. "The present standards of provision should be reassessed with a view to the establishment of functional units at reduced capital outlay without detrimental consequences to educational standards", a re-evaluation of minimum space norms for effective teaching is essential.

With further reference to the above, "The Report on Nursery-infant Education of the National Union of Teachers" finds, in connection with more limited space for work and play, that "the children, however, are undaunted by such difficulties and adapt themselves well. They become quite skilful in carrying on under difficulties and most practical in getting out and clearing away play material. Halls and corridors and all available spaces are generally used for their activities."

In the light of the above, and with the realisation that the economic situation does not justify the presence of luxuries, but indeed

requires/

requires a greater degree of stringency in educational provision, it seems that serious attention should be directed towards a modification of the space norm per pupil in the direction of a more economical provision.

A decrease in the indoor area per child from 2,5 m² to 2,0 m² would mean that the present available accommodation of a school with, e.g. 120 children would be able to provide for 150. The present number of 9579 pupil places in the pre-primary schools of the NED could, theoretically, be increased to 11974 (an increase of 2395) pupils). In a similar way the 616 places at private schools could be increased to 770 (154 more pupils).

4.2 Pupil teacher ratio and provision of staff

The present (1984) ratio of 18,7:1 compares very favourably with the ratio in other countries. For every teacher there are the following numbers of pupils in the following countries : Belgium 26, Canada 29, England and Wales 20, France 43, Germany 23, Italy 24, the Netherlands 31 and Sweden 41. These figures show the ratios in state-controlled institutions and refer to qualified teachers. In many countries, use is made of unqualified aides, which changes the child-adult ratio, considerably so that, for example, Sweden's 41:1 pupil-teacher ratio drops to a 7:1 child-adult ratio.

In general, researchers are in agreement that pre-primary groups should be kept as small as possible. A pupil-teacher ratio of 18:1 - 20:1 would probably be internationally acceptable. In practice however, it is found that in most cases the ratio is less favourable because of a shortage of teachers and/or funds.

*adding
evidence
of need
key
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text* In the issue of the "Times Educational Supplement" of 6 July 1984, Biddy Passmore quotes the following from the publication *Value for Money in Education* by Rodney Lord : "Differences in the pupil-teacher ratio have no verifiable effect on educational achievement... Longer experience and higher qualifications among teaching staff do make a detectable difference to educational performances. The factor making by far the biggest difference is social class, followed by poor housing..."

This finding, together with the general view that pre-primary groups should be as small as possible, indicates that the only justification for larger class groups on educational grounds would be the provision of well-qualified and experienced teachers.

The prescribed staff allocation for pre-primary schools in Natal for 1985 works out to a maximum pupil-teacher ratio of 23:1. With the present (1984) staff body of 465,5 teachers, these teachers would be able to cope with 10706 pupils on a ratio of 23:1. This represents an increase of 2001 pupils for the same number of teachers. A 25:1 ratio would further increase the number of pupils for 465,5 teachers by 931 to 11637.

It has been indicated that, according to the expected number of pupils from 3 to 5 years of age, provision will have to be made for 24794 pupils for 1985, if all pupils are to be made use of pre-primary education. If space norms, pupil-teacher ratios and the organisation of pre-primary schooling remain unchanged, it would mean approximately 15 000 more pupils, 802 more teachers and 125 more schools (with an average enrolment of 120). The finances and manpower necessary to attain this are not available, at least for the immediate future.

4.3 Number of periods of instruction spent, per pupil, on Pre-Primary Education

It is therefore essential to consider ways and means of adjusting the organisation of pre-primary education in order to allow more pupils to benefit from the available facilities and staff.

W.M. Nijkamp (*De Kleuter in de Gemeenschap*) argues : "In general one does not do the three-year-old a service by sending him to the nursery school. At this age he is still badly in need of the care and devotion of his mother and moreover, he is not yet ready in the social, psychological and emotional sense to adapt himself to life within a group of children under strange authority."

Referring to new regulations in England whereby infant schools are exempted from requirements with respect to a fixed number of sessions. Dr Rhodes Boyson (Times Educational Supplement : 6/11/1981) says : "This could mean that individual children would get less nursery education on average than they did at present- two or three sessions a week, perhaps, rather than five."

In the publication *Nursery schools for all*, J. Kent says ' "A part-time start to schooling is ample for children under five... There is nothing in principle to prevent a school running all day with full-time staff or even part-time staff working in shifts..."

In order to provide admission to pre-primary education for more pupils without necessitating a large-scale increase of physical amenities and staff, serious consideration should be given to changing the organisation of pre-primary education so that the number of pupils on the roll of the school can be more than the number of available pupil places at the school. In this regard there are the following options :

(a) Model 1 : Adjustment of age for admission

If the age for admission to pre-primary education is increased from 3 to 4 years, the number of potential pupils can be reduced by roughly one third. This would make more places available for the intake of 4 and 5-year-olds.

(b) Model 2 : Introduction of two school sessions per day. With a slight abridgement of the school day for pre-primary pupils, the roll of the school can be doubled by the introduction of two sessions per day. A possible time allocation is as follows:

First session : 08h00 to 11h00

Second session: 12h00 to 15h00

(c) Model 3 : Differentiation in respect of schooling time for the different age groups.

The school roll can be increased if children are not compelled to attend school every day of the week in their first year of admission (at 3 years old). The number of compulsory school days per week can be progressively increased as the child grows older.

A school with 120 pupils places is used as an example:

- (i) It would be possible to increase the roll from 120 to 180 if 3-year-olds attended for 2 days of the week, 4-year-olds for 3 days and 5-year-olds for 5 days, viz.

| | Mon. | Tues | Wed | Thurs | Fri |
|------------------|---------|------|-----|-------|-----|
| 5 years | 60 | 60 | 60 | 60 | 60 |
| 4 years | 60 | 60 | 60 | | |
| 3 years | | | | 60 | 60 |
| Pupils at school | 120 | 120 | 120 | 120 | 120 |
| Pupils on roll : | 5 years | | 60 | | |
| | 4 years | | 60 | | |
| | 3 years | | 60 | | |
| | Total | | 180 | | |

- (ii) If 5-year-olds attend for 5 days, 4-year-olds for 2 days and 3-year-olds for 1 day the roll can be doubled (from 120 to 240):

| | Mon. | Tues | Wed | Thurs | Fri |
|------------------------|---------|------|-----|-------|-----|
| 5 years <i>omitted</i> | ? | 80 | 80 | 80 | 80 |
| 4 years : Group A | | 40 | | 40 | |
| Group B | | | 40 | | 40 |
| 3 years : | 80 | | | | |
| Pupils at school | 80 | 120 | 120 | 120 | 120 |
| Pupils on roll | 5 Years | | 80 | | |
| | 4 Years | | 80 | | |
| | 3 Years | | 80 | | |
| | Total | | 240 | | |

4. The Curriculum

Whatever method is used to increase the roll at pre-primary schools within the limitations of existing facilities and staff, it will have an effect upon the planning and organisation of the educational programmes offered to pupils. The present curriculum will have to be reconsidered in the light of any changes contemplated, and modifications made accordingly.

5. Conclusion

- 5.1 It is essential that the provision of pre-primary education for white pupils in Natal is extended in order to ensure that pupils have attained school readiness with respect to their intellectual, physical, emotional and social development by the time the age of compulsory education is reached.
- 5.2 Children from less favourable socio-economic environments have in general a greater need for pre-primary education than children who are not as milieu-handicapped.
- 5.3 A decrease in the prescribed physical space per pupil in the pre-primary school would not necessarily be educationally disadvantageous.
- 5.4 The pupil-teacher ratio in the pre-primary school cannot be drastically increased. With any increase, care must be exercised that the staff possess the necessary qualifications and experience.
- 5.5 Educationally, it is not essential that pre-primary pupils should attend school for five days per week.

6. Recommendations

In order to provide the opportunity for more pupils to utilise pre-primary education, with the least extension of facilities and staff and also the least detrimental effect on educational standards and conditions of work of the staff, the following are recommended:

6.1 That/

- 6.1 That a space norm of 2 m² per pupil for pre-primary schools be accepted.

Pupil places in schools will change as follows :

| | |
|---|-------------------------|
| Provincial and provincially-controlled schools from | 9 579 to 11 974 |
| Private schools from | 616 to 770 |
| Total from | <u>10 195 to 12 744</u> |

- 6.2 That the school attendance of the different age groups be fixed as follows :

| | |
|-------------|-----------------|
| 3-year-olds | 2 days per week |
| 4-year-olds | 3 days per week |
| 5-year-olds | 5 days per week |

The school roll will then be increased by 50% i.e. if 6.1 above is also accepted, a roll of 19 116 will be able to be accommodated in the 12 744 pupil places.

Example : The pupil places of a school which presently accommodates 120 pupils with 2,5 m² space per pupil, increase to 150 with 2 m² per pupil. This figure is increased by 50% with differentiated school attendance, which results in a school roll of 225.

The roll thus increases from 120 to 225, an increase in pupils of 87,5%.

- 6.3 That the pupil-teacher ratio be adapted to an average of 23:1 in respect of pupil places.

With a total roll of 19 116 pupils for 12 744 pupils places, the total number of teachers required for would be 554 all schools. As far as the schools under the control of the NED are concerned, the roll of 17 961 for 11 974 places would require 521 teachers; 55 more teachers than are in service at the present time. With regard to the total roll it would bring about a pupil-teacher ratio of 34,5:1. (The present roll is 8705, which, with the present ratio of 18,7:1, requires 465.5 teachers.)

- 6.3 In provincial and provincially-controlled schools there will thus be an increase of 9 256 pupils, which will require only an additional 55 teachers. (An increase-ratio of 168 additional pupils for every additional teacher).
- 6.4 That a policy of positive discrimination be applied regarding the implementation of the system, so that areas where the need is greatest will be the first to be considered for an increase in the number of pupils, and that these areas will have a more favourable pupil-teacher ratio at the expense of areas where the real educational need is not as great.
- 6.5 That "bridge groups" (reception classes) be established at junior primary schools for those pupils who have reached compulsory school-going age but have not yet attained school readiness, as the recommended extension of places in existing pre-primary schools would accommodate all voluntary enrolments.

7. SUMMARY OF STATISTICAL CALCULATIONS IN CONNECTION WITH RECOMMENDATIONS

| | Max. Potential Enrolment (Birth Figures) | Pupils | | No. of Teachers | Pupil-Teacher Ratio | |
|--|--|--------|--------|-----------------|---------------------|--------|
| | | Places | Roll | | Places | Roll |
| Present situation (1984) | | | | | | |
| NED | 24 019 | 9 579 | 8 705 | 465,5 | 20,58:1 | 18,7:1 |
| Private schools | | 616 | 504 | | | |
| | | 10 195 | 9 209 | | | |
| *1985 : 2m ² per pupil | | | | | | |
| NED | 24 794 | 11 974 | 11 974 | 521 | 23:1 | 23:1 |
| PRIVATE | | 770 | 770 | - | - | - |
| | | 12 744 | 12 744 | | | |
| *1985 : 2 m ² per pupil AND differentiated attendance | | | | | | |
| NED | 24 794 | 11 974 | 17 961 | 521 | 23:1 | 34,5:1 |
| PRIVATE | | 770 | 1 155 | - | - | - |
| | | 12 744 | 19 166 | | | |

*IT IS ACCEPTED THAT ALL AVAILABLE PUPIL ACCOMMODATION IS USED

8. Remarks in respect of motivation for recommendations

8.1 Space

The decrease in the minimum prescribed space must be viewed in terms of economic realities and will demand certain adaptations from teachers and pupils alike, but it must also be kept in mind that it is a minimum norm. It can be envisaged that more space could be provided at certain schools, with the co-operation of parents and other bodies.

8.2 Pupil-teacher ratio

An effective 23:1 ratio corresponds closely with present norms in the western world. With a carefully considered system of so-called positive discrimination, and with consideration of the interests of pupils in general, the allocation could be adjusted according to circumstances.

8.3 Differentiated school attendance

Though this system might to a certain extent inconvenience parents, especially working mothers, it seems to be the best on educational grounds.

A two-session day would, in our view, place such demands on preparation and administration that it would not be possible to guarantee the quality of the education offered to pupils.

Admission to pre-primary education at a later stage would deprive many children of the opportunity of making an early enough start with their development, which, in many cases will not otherwise be stimulated.

"... a very important part of this development takes place in the first four years of life, for it is during these years that the foundations of language, perception and reasoning are laid as well as attitudes towards self, others and things... experiential

deprivation/

deprivation during this 'critical' period will lead to a learning deficit which is cumulative... one year of pre-school experience starting at age five is too little too late in terms of its long-term learning effect." (HSRC Report : "Pre-primary education in the RSA," 1983)

8.4 The practical provision

Because the enrolment of pre-primary pupils is a voluntary act on the part of parents, the recommendations do not provide for the possibility that, all pupils between the ages of 3 and 5 would require admission to pre-primary education. Though the recommendations, if accepted, would provide the means of offering pre-primary education to a total of 19 116 children in Natal (while the potential maximum is approximately 24 800) it is doubtful whether there would be sufficient demand even for the possible provision, as recommended.

8.5 Bridge-year at Junior Primary schools

If the accommodation at existing pre-primary schools were extended according to these recommendations, it would decrease the necessity of providing pre-primary facilities at existing junior primary schools.

The introduction of a bridge year (reception classes) at junior primary schools for pupils who are of compulsory school-going age but who have not attained school readiness, should not make the same demands on financial resources and manpower as the case would be if more typical pre-primary sections had to be established at junior primary schools.

B. ANALYSIS/

ANALYSIS OF RECOMMENDATIONS AND THE DECISION OF THE NATAL EDUCATION DEPARTMENT

1. Procedure

The Director of Education had to keep the following in mind while considering the Report (A) :

- 1.1 There is a real need for the extension of the provision for pre-primary education.
- 1.2 The economic climate is such that no consideration can be given to -
 - 1.2.1 additional expenditure regarding the provision of physical amenities;
 - 1.2.2 any additional expenditure for the remuneration of additional personnel.

Against this background, consideration was given to the increase in pupil places which could be attained if the prescribed space norms (floor space per pupil laid down for a pre-primary school building) were revised. As a next step, the number of teachers required for the increased number of pupils was calculated in respect of (i) a pupil-teacher ratio of 23:1, (ii) a pupil-teacher ratio of 25:1. The calculation was made for every provincial and provincially-controlled pre-primary school in the province. (See attached table).

This enabled the Department to obtain a clear picture of the additional number of teachers who would be required at a school, if it was decided to increase the number of pupils. It also indicated the total number of additional teachers for the province if all pre-primary schools should express the need to increase their total number of pupils.

2. Decision/

2. Decision

Taking into account the present financial circumstances, it is the opinion of the Natal Education Department that, where the management board of a pre-primary school applies in writing for an increase in the roll of the school, the registration of the school with regard to the allowed number of pupil places may be increased on a basis of a space norm of 2 m² per pupil, with the consent of the Executive Committee, subject to the following:

- 2.1 that the increase in the allowed pupil roll would immediately be subject to a staffing quota with a pupil-teacher ratio of 25:1;
- 2.2 that, in the event of the increased roll on a 25:1 pupil-teacher ratio requiring additional teachers, the remuneration of such teachers be supplied by the management board according to the following conditions.
 - 2.2.1 Suitably qualified teachers may be officially appointed as temporary teachers by the Natal Education Department, who will also pay their salaries.
 - 2.2.2 The school's management board pays the Natal Education Department monthly, in advance, the gross amount that the Department would owe to the teacher/s, including any amounts which are normally paid from Government funds as benefits, e.g. pension fund contributions, housing subsidies, service bonus, medical aid contributions, etc.
 - 2.2.3 In the event of the non-payment of the amount mentioned in 2.2.2, the Department would have the right summarily to terminate the services of the teacher by giving 24 hours' notice.
 - 2.2.4 It could be expected of the management board to enter into a contractual financial agreement with the Natal Provincial Administration regarding the remuneration of additional teachers.

- 3.2.5 Administrative procedures for the implementation of the system will be drawn up by the Provincial Administration.

REQUEST TO ALL INTERESTED BODIES TO WHOM THIS DOCUMENT HAS BEEN CIRCULATED

1. You are cordially invited to submit recommendations/comments/reservations in connection with the proposed provision for pre-primary education, to the Natal Education Department.
2. Kindly post your contribution to:

The Director of Education

Attention : Principal Education Planner, Mr J.A. Beukes

Private Bag 9044

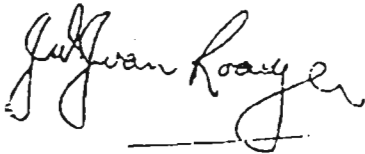
PIETERMARITZBURG

3200

To reach the Department before Wednesday, 24 April 1985.

DIRECTOR OF EDUCATION

JAB/ms

A handwritten signature in dark ink, appearing to read 'J. A. Beukes', is written over a horizontal line.

HOUSE OF ASSEMBLY

24 May 1985

WRITTEN REPLY

OWN AFFAIRS

QUESTION NO. 77

MR R M BURROWS TO ASK THE MINISTER OF EDUCATION AND CULTURE:

- 1) Whether his Department has laid down any requirements or norms for the establishment and/or inspection of pre-primary schools; if not, why not; if so,
- 2) what are his Department's requirements in respect of (a) (i) indoor and (ii) outdoor space per pupil, (b) the teacher/pupil ratio, (c) the number of pupils per (i) toilet cubicle and (ii) wash-basin and (d) tuition fees and grants?

REPLY

- 1) The Department of Education and Culture did not lay down requirements or norms for pre-primary schools because it does not administer such schools. When the functions of the provincial education departments have been transferred to this department, a co-ordinated policy for these schools will be considered;
- 2) Falls away.



PARLIAMENT OF THE REPUBLIC
OF SOUTH AFRICA

29 May 1985

The Director
Natal Education Department
Private Bag 9044
PIETERMARITZBURG
3200

Dear Mr van Rooyen

INVESTIGATION INTO THE PROVISION OF PRE-PRIMARY
EDUCATION BY THE NATAL EDUCATION DEPARTMENT :

I have, as you may be aware, been contacted by various persons in connection with the investigation the Natal Education Department has undertaken into pre-primary schools in the Province.

As I have pointed out to those persons and organisations, education in Natal currently falls under the Natal Provincial Council and I have therefore made my colleague, Mr. R. Haxton, MPC, aware of the investigation.

I have, however, taken the opportunity to question the Minister of Education and Culture : House of Assembly in Parliament about the matter. My question and his reply are attached.

It would appear to me that his second sentence is of particular significance, and I quote "when the functions of the provincial education departments have been transferred to this department, a co-ordinated policy for these schools will be considered". In the light of this, you may well consider the desirability of deferring any final decision on pre-primary schools in Natal until such time as this matter can be co-ordinated inter-provincially under the Department of Education and Culture.

I am aware, and have pointed out to the persons and organisations which have contacted me that pre-primary education in the other provinces has not

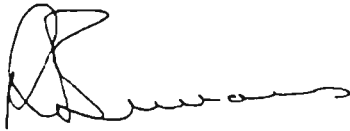
2/enjoyed

enjoyed as advantageous a position as that previously, or even presently, applying in Natal.

It is naturally my desire to maintain the standards and norms in Natal as far as possible but I am also aware of other general considerations which cannot be lost sight of. Should you believe that pre-primary education in Natal can best be served by not deferring this issue, I will understand it and would wish then to make further suggestions regarding your departmental inquiry.

I look forward to your reply with great interest.

Yours sincerely

A handwritten signature in dark ink, appearing to read 'R. Burrows', with a stylized initial 'R' and a long, flowing tail.

ROGER BURROWS MP
PINETOWN

HOUSE OF ASSEMBLY
P O BOX 15 CAPE TOWN 8000
TELEX 5720869
TELEPHONE (021) 45 8311



4 February 1986

PARLIAMENT OF THE REPUBLIC
OF SOUTH AFRICA

Mr J W J van Rooyen
Director of Education
Private Bag 9044
PIETERMARITZBURG
3200

Dear Mr van Rooyen

REPRESENTATION OF PRE-PRIMARY SCHOOL COMMITTEES

It has been drawn to my attention that none of the pre-primary school committees currently in existence have been consulted in connection with the proposals of the Natal Education Department regarding Provincial Education Council, Regional Committees or School Committees. Similarly there is no inclusion of pre-primary school members in the suggested ward system for election to regional committees. It has been suggested to me that the Natal Education Department considers that the pre-primary phase is a voluntary one and thus these school committees can be excluded from these considerations.

I would point out to my certain knowledge that in the Cape Province the four categories of pre-primary school (fully funded; teachers' salaries paid; grant-made registration) only the two of 'fully funded' and 'teachers' salaries paid' are currently recognised and included in the Cape School Board system.

I have suggested to the persons consulting me that they take legal opinion on the status of the pre-primary schools as I do believe that it is not possible to simply dismiss them from major educational planning currently in progress.

I look forward with interest to your views on this matter.

Yours sincerely

ROGER BURROWS MP
PINETOWN

HOUSE OF ASSEMBLY

ORAL REPLY

OWN AFFAIRS

QUESTION NO. 3

QUESTION DAY 20 MAY 1986

MR R.M. BURROWS TO ASK THE MINISTER OF EDUCATION AND CULTURE: *

Whether he has appointed or intends to appoint a body to investigate the existing differences among the education departments under his control in respect of norms and standards relating to provision for pre-primary schools; if not, why not; if so, (a) when did or will this investigation commence, (b) who are the members of the investigating body and (c) what are the terms of reference given to this body?

REPLY

No, the Department is at present engaged in studying the provincial education ordinances and the Educational Services Act, 1967 (Act 41 of 1967) to determine where there are differences in policy. Priorities will then be determined in the foreseeable future for the co-ordination of the policy, bearing in mind the undertaking that the particular character of education be retained as far as possible. Pre-primary education, as one of the components of this extensive investigation, will be handled accordingly,

- (a) falls away,
- (b) falls away,
- (c) falls away.

FOR ORAL REPLY
GENERAL AFFAIRS

QUESTION NO 28

27 May 1986

QUESTION

Mr R M Burrows asks the Minister of National Education:

- (1) Whether common space and cost norms have been determined for the construction of pre-primary, primary and secondary schools and teacher training colleges in terms of paragraph 7.18.2(b) of the White Paper on the Provision of Education in the Republic of South Africa, 1983; if not, why not; if so, (a) when were these norms determined, (b) what bodies participated in determining these norms, (c) from what date will these norms be enforced and (d) in what document are these norms set out;
- (2) whether this document is publicly available; if not, why not;
- (3) whether a phasing-in period has been determined for the introduction of such common space and cost norms; if so, what is this period;
- (4) whether he will make a statement on the matter?

REPLY

- (1) No. Proposals for common space and cost norms for the construction of primary and secondary schools as well as teacher training colleges have already been drafted but have not yet been approved as general policy according to the National Policy for General Education Affairs Act, 1984 (Act No. 76 of 1984). It is envisaged to announce this policy together with other aspects of general policy in respect of norms and standards for the financing of education. Space and cost norms in respect of pre-primary schools will still have to be developed.

(a), (b), (c) and (d) not applicable.

(2) No. The reports describing the above-mentioned space and cost norms will be made publicly available after general policy in this regard has been announced.

(3) No.

(4) No.

29bb.86052303b

25 June 1986

Mr P J Clase MP
Minister of Education and Culture
Administration : House of Assembly
1806 Hendrik Verwoerd Building
CAPE TOWN

Dear Mr Clase

PRE-PRIMARY POLICY : STANDARDS AND NORMS

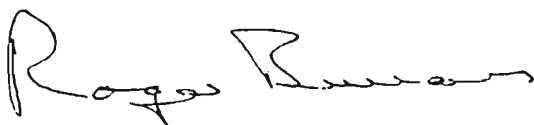
I have been requested to seek further information as to whether it is intended to deviate significantly in the near future from the existing standards and norms pertaining to teacher and subject provision in pre-primary schools in the various provinces.

This question arises in Natal especially as a result of certain possible changes to existing policies which were considered by the Natal Education Department during 1985.

I would appreciate it if it is possible to you to give me some indication as to the relative stability of the existing policies in terms of these matters.

I look forward to your urgent reply to my home address which is 333 Queen Elizabeth Avenue, Durban, 4001.

Yours sincerely



ROGER BURROWS MP
PINETOWN

c.c. Natal Pre-primary Assn



MINISTRY OF EDUCATION AND CULTURE
MINISTERS' COUNCIL OF THE HOUSE OF ASSEMBLY

Ref.: 3/1/1B

Your Ref.:

Hendrik Verwoerd Building
Room 464
Private Bag 9051
Cape Town, 8000
Tel.: 45 5412/3

1986 -02- 20

Mr R Burrows MP
House of Assembly
P O Box 15
CAPE TOWN
8000

Dear Mr Burrows

PRE-PRIMARY POLICY : STANDARDS AND NORMS

Your letter of 25 June 1986 in connection with the above, refers.

The position is that the future of pre-primary education, which, as you know is a non-compulsory phase, has not yet received inter-departmental consideration nor have any policy decisions regarding the future of these schools been made.

Until such time as such decisions have been made pre-primary schools who are experiencing problems should present these to the Director of Education in the province where they are registered.

Kind regards

A handwritten signature in dark ink, appearing to read 'P J Clase'.

P J CLASE
MINISTER OF EDUCATION AND CULTURE

1986 CONFERENCE RESOLUTIONS

1. This Conference requests the NED urgently to begin implementing non-racial education.

MOTIVATION

This motion should be seen as a follow-up to our initial request to the NED last year. Since that time the NTS survey has been undertaken and the results have been made known. There is now a need for further discussion on this matter.

2. This conference requests clarification from the NED as to the nature, extent and duration of its commitment to the provision of pre-primary education in Natal.

MOTIVATION

The reason for this motion is that pre-primary teachers and parents have been greatly disquieted by a planning document sent out by the NED in February 1985 which advocated major changes in the present system. Other facts which relate are:

1. The major staff cuts which took place in this phase with effect from January 1985.
2. The statement that no further building subsidies would be available from the NED for the expansion /establishment of pre-primary schools.
3. The apparent exclusion of pre-primary parents from the new structures for education.
4. The 'rumour' that the NED had only undertaken a 20 year committment to pre-primary which would expire in 1995.

These factors create feelings of uncertainty and stress in this phase and we require a clear statement of intent from the NED in this regard.

THE PROVISION OF PRE-PRIMARY EDUCATION



Natal Education Department

October 1986

Introduction

The Natal Education Department is justifiably proud of its achievement in this field. It fully recognises the importance of pre-primary education and it is committed both to maintaining the service and to extending it whenever the financial resources of the Department make this possible.

Background

In 1960 the Schumann Commission recommended that nursery school education should be made the responsibility of the provinces and be regarded as an integral part of the provincial education systems. In April 1969 the Minister of National Education announced that pre-primary education would become the responsibility of the provincial education departments.

At the 1972 Conference of the four provincial Administrators, the following resolutions were adopted :

- pre-primary education would not be compulsory
- pre-primary education would not be free
- the provinces would have autonomy regarding the establishment of pre-primary schools, but existing subsidised nursery schools would not be compulsorily taken over.

In 1972 the three Natal Education Department colleges of education began training teachers for the pre-primary phase of education. In 1975 the Provincial Ordinance was amended and regulation No. 378 was promulgated. Registration of the following four types of pre-primary school followed in July 1975 :

- Provincial pre-primary schools (There are only two of these. They are fully provincial schools in every sense, and are in close proximity to two colleges of education which train pre-primary teachers.)
- Provincially-controlled pre-primary schools (The great majority fall into this category. The province appoints and pays the teachers; management committees are responsible for accommodation, equipment and all other expenses.)
- Subsidised pre-primary schools.
- Private pre-primary schools.

This "new deal" for pre-primary education led to a rapid increase in the number of provincially-controlled pre-primary schools. In June 1969 there were thirteen nursery schools in Durban, five in Pietermaritzburg and five in the rest of Natal, all receiving grants. There were one thousand three hundred and fifty-six pupils at these twenty-three nursery schools. In 1974 the name was changed from "nursery school" to "pre-primary school". At this stage there were fifty-seven schools with a total of three thousand and forty-nine pupils.

The past twelve years since 1974 have seen an increase from just over three thousand pre-primary pupils to the present figure of nine thousand eight hundred. The number of

schools has increased from fifty-seven to a hundred and eight, and in addition there are pre-primary reception classes in four provincial primary schools.

2. The status of pre-primary education in Natal

The Natal Education Department is proud of what has been achieved and what is being maintained in this field. The quality of our pre-primary schools and the educational programme they offer are held in high esteem by other education authorities, and it can be claimed that Natal is among the leaders in pre-primary education in the Republic of South Africa. Assistance and advice regarding pre-primary education has been, or is being, given to:

- 2.1 The education departments of Qwa-Qwa, Kangwane, Bophutatswana, the Cape Province and the House of Delegates;
- 2.2 the Durban and Coastal Society for Early Childhood Education, Anglo American's school at Oranjemund, De Beer's in Botswana, The Urban Foundation's Committee for pre-primary education, the teacher training programme in Zambia, the University of Natal in connection with pre-primary school design, the South African Association for Early Childhood Education and the Natalia Development Board. (It may also be mentioned that the Natal Education Department is the only provincial department with representation - by invitation - on a special working group formed by the Department of Education and Training to look into ways

and means of providing pre-primary education for Black children). These examples are both a tribute to, and a recognition of, our standing in this field of education.

A unique feature of pre-primary schools in Natal is the close co-operation between the schools by means of the very active interest group the Natal Pre-Primary Teachers' Association, which is affiliated to the Natal Teachers' Society. In fact, all those involved in pre-primary education in this province - the Department's professional advisers, the principals, teachers, management committees and parents - show a remarkable interest and dedication.

Financial stringencies, the philosophy of greater involvement of parents and the recognition of discussion as a means of achieving things, led to the drawing up of a document on pre-primary education by the Department.

The reaction to this planning document of the Natal Education Department, which was circulated to the management committees for their response, clearly illustrated people's commitment to and vital interest in this phase of schooling. Through misunderstanding a great deal of alarm was caused by the document in certain quarters.

The planning document considered a hypothetical case where the great majority of 3 to 5 year-olds have to receive pre-primary education without a substantial increase in expenditure on staffing and facilities.

As could be expected from a professional group like the NPPTA, all models which would imply any lowering of present standards were rejected. The NPPTA are to be commended on their research and response (consisting of three well-constructed parts) which resulted in the submission of a number of sound recommendations dealing with pupil enrolment, utilisation of space, the position of heads of department at pre-primary schools, the upgrading of the qualifications of pre-primary teachers and the introduction of pre-primary aides.

These recommendations are at present being considered by the Department.

3. The Present situation : some difficulties and problems

The availability of sufficient funding in the past enabled the Natal Education Department to involve itself to a great extent with pre-primary education. If the number of pre-primary pupils in Natal is expressed as a percentage of the total school population from pre-primary to standard 10, it shows that proportionally, Natal has the largest pre-primary enrolment and other commitments to pre-primary education in the country. The Department has financial involvement in 93,51 % of the pre-primary school in the province and it pays the salaries of 88 % of all pre-primary teachers in Natal. (10,5 million per annum)

Since the late seventies the Department has had to see that its financial involvement in pre-primary education does not increase at the expense of the compulsory school phases. For this reason no new provincially-controlled pre-primary schools could be established in the past number of years, nor could building subsidies be granted to existing pre-primary schools.

It is a recognised fact that the greatest need for pre-primary education is among children from less-favoured socio-economic backgrounds. According to reports by the Human Sciences Research Council and the government White Paper on Education, the general aim of pre-primary education in South Africa should be the young child's attainment of school readiness, so that he or she may derive the maximum benefit from primary and secondary education.

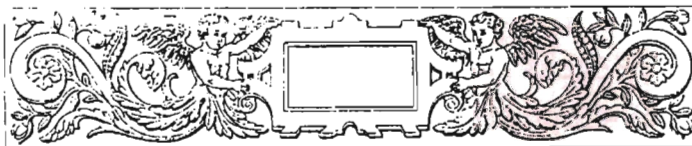
Because pre-primary education is non-compulsory and not free, we have the situation that in most cases only those children whose parents can afford it, enter the pre-primary schools. This leads to tension between actual demand, and real need, for pre-primary education. This is perhaps the most crucial problem facing us - providing a service to those children who most require the stimulus of a pre-primary programme to develop school readiness.

4. Some thoughts on the future of pre-primary education in Natal

The Natal Education Department is determined to honour its present commitments to pre-primary education. Guidance is awaited from the Government in respect of the manner in which education departments will be able to maintain their financial support of pre-primary education. When such information is made known it will be much easier to plan further extensions or improvements to the provision of pre-primary education. At this stage, however, it seems unlikely that any further schools would be taken over by the Department as "provincially controlled". A future increase in the involvement of the department would rather be along the lines described below.

It appears that finances will be the final determinant of the provision of pre-primary education. The De Lange Report on the Provision of Education in the RSA advocates a so-called bridging period of pre-basic education, in order to promote school readiness, but it also states that "It is not realistic, in terms of cost and manpower, to recommend comprehensive provision of these institutions at state expense. What is recommended is that, in addition to the initiatives of private welfare organisations, there should be limited development of such institutions on the initiative of the Department, but restricted to areas where the needs of small children are greatest." The Department is presently investigating the possibility of allowing parents to establish a pre-primary facility for 5 year-olds at existing primary schools.

It seems logical that private organisations and parent bodies should be encouraged to generate funds for the establishment of pre-primary facilities in areas where parents demand, and can afford, private pre-primary education. The role of the state (in this case the Natal Education Department) would be to identify areas of real need, in terms of socio-economic considerations, and to have a co-ordinating function in ensuring that as many children as possible attain school readiness by the time they have to enter basic compulsory education, by planning and actually providing pre-primary education in these areas.



Mr. J. VAN ECK: Yes, but I was not there at the time.

The MINISTER: No, of course the hon member was not there. I accepted that. Or does the fact that the hon member was not there mean that the college is completely different now? Has he now laid down the policy of the college? [Interjections.] That is all I wanted to say to the hon member.

The DEPUTY CHAIRMAN OF COM- MITTEES: Order!

The MINISTER: I come now to the hon the member for Pictouville South in speaking on rationalisation in general last night, the hon member for Pictouville South referred to the hon College of Education. I want to respond to the hon member's comments. May I reassure that hon member that I am most sympathetically disposed towards the case he put so feelingly. The very fact that this college has been given a definite role in further teaching training should show our sincerity.

I associate myself with his remarks with regard to parental involvement. With such an approach to provincial education counts the success of these important ventures as assured. The hon member's views on the situation of the Natal teachers' society have, I think, been soundly endorsed by the voters of Natal.

Hon MEMBERS: Hear, hear!

The MINISTER: An investigation is currently being conducted to ensure that all teachers in building programmes at universities and technicals, and therefore also in Natal, are taken into account.

The hon member for Delmas devoted most of his speech to two matters concerning two particular schools. I want to invite the hon member to come and discuss these individual cases with my department and myself. As far as the Du Preez van Wyk Primary School is concerned, I want to tell the hon member that the building which is to replace the present one at the school is already on the planning list for 1987-88, and as soon as the planning has been completed, the building operations will commence.

The hon member for Bloemfontein East made a very interesting contribution about the hon the Minister a question?

I educate the hon member and remind him that the formula is the responsibility of the Minister of National Education, as he knows—I hope!

I may mention, however, that the formula makes specific provision for a number of particular functions, as well as global provision for other categories of functions, inter alia pre-primary education. The formula does, therefore, make provision for pre-primary education.

Finally, I wish to refer to the hon member's comments with regard to my department. We definitely do not view these derogatory remarks in a serious light. May I also set the hon member's mind at rest regarding our alleged "dangerous and dubious" practices. As an acknowledged expert in this field, he cannot assure that his reputation as a prime exponent is in no danger at all. The department believes in the principles and the cause it serves and requires no dubious strategy to further its aims.

The hon member for Claremont saw in to discuss certain matters across the border. Teachers' College had been denied the right to admit people of colour. The hon members entitled to put questions to me about this, however, I find it incomprehensible that this hon member, who, if I am correct, is at present a member of the council of that college, should adopt such a sanctimonious attitude about the opening of this Cape Town Teachers' College for according to my information, this is the very same institution that refused to admit a highly rated Afrikaans-speaking student a few years ago. The grounds that she would not fit in with the so-called "English ethos of our college" [Interjections.] My question is—

Mr. J. VAN ECK: Mr. Chairman, may I ask the hon the Minister a question?

The MINISTER: No, Sir, I am not prepared to answer a question at this stage. The hon member will just have to take his medicine now. He can come back to this later.

vacational guidance in schools. In particular, he broke a lance for the teachers who were doing extremely important work in this connection. I thank him sincerely for doing so.

And then there is the hon member for Port Elizabeth. [Interjections.] I want to tell the hon member that he can relax now. Everyone in the House has noticed him and taken cognisance of the fact that he is sitting in this House. [Interjections.] I see that the hon member asked whether I had mentioned the creation of three positions of chief division in the general department and the simultaneous phasing out of three deputy directors posts in the provinces and whether I had mentioned the Federal Teachers' Council in this connection. I want to refer the hon member to my Hansard. There the hon member will find that I never mentioned the Federal Teachers' Council in this connection. I do not think it is necessary for me to spend any more time on this hon member.

I should like to bring another matter to the attention of hon members. There has been a report in the newspapers and certain hon members have referred to the fact that in the Transvaal in particular, a large number of teachers have resigned. The department keeps abreast of matters such as resignations and possible shortages of teachers, because this is a serious matter. I want to indicate, however, that although the general pattern of resignations during the first six months of this year does not differ materially from that of 1986, my department and I are very much aware of the resignation of teachers in the so-called scarce subjects and that this remains a source of concern to us. The erroneous impression exists that there is an oversupply of teachers. This may be true in some disciplines, but not in respect of scarce subjects; in fact, the resignation of teachers in these subjects gives rise to concern.

Mr. Chairman, I should now like to concentrate on the cultural aspect, which has also been very thoroughly canvassed here. As I have said, the department is a unit in which education and culture are combined. You will allow me to say, Sir, that excellent contributions have been made in this connection from this side of the House, and I am struck by the fact that, with the exception of one hon member of the House, and I am struck by the fact that these great saviours of the people did not talk about culture.

Mr. J. M. BEYERS: Of course we did!

Mr. H. H. SMIT: They do not know what culture is! [Interjections.]

The MINISTER: The preservation and development of culture, which is an on-going task, remains primarily the responsibility of the community. I believe, the department merely supports its partners, the cultural organisations that perform this important task all over the country every day, as well as the private sector, which promotes culture by way of sponsorships, among other things.

Mr. J. M. BEYERS: Your Broederbond party!

The MINISTER: The department provides an essential auxiliary service in the sphere of culture. It upholds the principle that the State itself cannot preserve or develop culture, but when it emanates from the people themselves, when it is practised and controlled by the people themselves, and not channelled in a specific direction by the State. We recognise and support the autonomy of voluntary organisations functioning within the community.

Prof. S. C. JACOBS: Would you consider an application from the Volksraad?

The MINISTER: I shall answer the hon member's question presently. He must just be patient for a while. He can sit back and relax. I shall deal with that later. [Interjections.]

The DEPUTY CHAIRMAN OF COMMITTEES: Order!

The MINISTER: Within the framework of my department's involvement in the promotion of culture, I want to associate myself with the President's statement on 19 May 1987. He pointed out the need for individual rights, minority rights and minority groups to be protected in a multicultural country such as South Africa.

3052

WEDNESDAY, 3 AUGUST 1987

3054

WEDNESDAY, 3 AUGUST 1987

RATIONALIZATION OF PRE-PRIMARY STRUCTURES AND
CONCOMITANT ECONOMY MEASURES

A. RESEARCH PROJECT : COMMITTEE OF HEADS OF EDUCATION

The Committee of Heads of Education has appointed Dr. F.L. Knoetze of the Cape Education Department as chairman of a Committee to research all aspects of Pre-Primary education with particular reference to :

1. the involvement of state/provincial education authorities in pre-primary education;
2. the continued existence of certain pre-primary schools as government schools;
3. the possibility of converting pre-primary government schools to government-aided pre-primary schools;
4. staff allocation;
5. training of pre-primary teachers;
6. privatisation;
7. the legal implication of the findings, including criteria for the establishment, management and closure of pre-primary schools;
8. control over amongst others the educational programme and financial affairs;
9. the educational programme;
10. the elimination of unnecessary policy differences between provinces.

3. Simultaneously the Department of Education and Culture is framing draft regulations for private pre-primary schools. The Department (Department of Education and Culture) required copies of all documents relating to the above, including all regulations, directives and guidelines applicable to pre-primary education to be submitted to it.

It appears that these two investigations will cover similar ground and that the future structure of pre-primary education is being considered on a coordinated national basis.

In view of the above, an independent departmental investigation into rationalization would appear to be premature and should wait until such time as the findings of the committees have been made known.

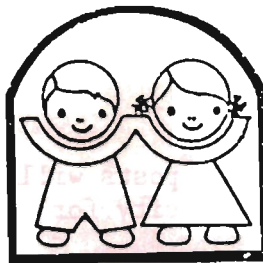
C. It is therefore recommended that for the time being economy measures in Natal in respect of pre-primary education be limited to the measures already proposed, viz :

1. all pre-primary schools to be reclassified as PIV;
2. all future principalships to be advertised at post level 2;
3. all head of department posts to be phased out;
NOTE: Personnel holding post level 3 Principalships and post level 2 H.O.D. posts will retain these as personal;
4. no acting heads of department to be appointed after 1 January 1988;
5. reregistration in respect of an increased enrolment to be permitted including the appointment of additional staff provided these teachers are not employed by the Department;
6. no substantive vacancies at post level 1 to be filled on a permanent basis until further notice;
7. the payment of building grants to be abolished;
8. the amount of the per-capita pupil grant for subsidized schools to be reduced;
9. the allowance of R55 per pupil in government pre-primary schools and reception classes in addition to the normal monetary allocation to be reviewed.
10. The above decisions to be made known to schools by a Departmental Circular Minute.

Further recommendations to follow after the findings and decisions of the committees have been made known.

/jc

ntal pre-primary



teachers association

tral Branch

P.O. Box 50155, Musgrave, 4062

2 September 1987

Executive Director
al Teachers Society
Florida Road
BAN
l

r Mr. Ryman,

re : Proposed N.E.D. 'economy measures' in the Pre-Primary Phase

response of the N.P.P.T.A. is as follows :

All pre-primary schools to be reclassified as P IV

We are strongly opposed to this move as we see it as discriminatory. The criteria for classification should be the same for all schools. Perhaps the N.E.D. should investigate the 'watershed' point in terms of numbers between P3 and P4 schools with a view to raising the enrolment figures required for P3 status. However if this is done it should be applied to all phases.

All Principalships to be advertised at Post level 2

We find this professionally unacceptable and once again discriminatory. The grading of Principal posts should be linked to the size of the school as the demands and responsibilities of Principals are comparative with schools of the same size in other phases.

All head of department posts to be phased out ; Note : Personnel holding post level 3 Principalships and post level 2 H.O.D. posts will retain these as personal.

The majority of N.P.P.T.A. members would find the phasing out of H.O.D. posts acceptable under these circumstances as we do not feel there is any valid argument to support the maintenance of this promotion structure in the present economic climate.

However we should point out that the H.O.D. posts were introduced/imposed on the pre-primary phase without consultation, at a time when the pupil:teacher ratio was increased. These ratio changes caused staffing cuts in the larger schools which precipitated Principals into full-time teaching roles. The reason given for the introduction of H.O.D. posts was that it created a further promotion structure within the phase and the H.O.D. would provide the Principal with administrative assistance.

page 2...../

We recognise that the removal of H.O.D. posts will create further demands on the teaching-Principal, but accept the necessity for this situation in the present economic climate.

However should the economic climate improve, the N.P.P.T.A. would prefer to see a more favourable pupil:teacher ratio than the re-introduction of H.O.D. posts.

4. No acting heads of department to be appointed after 1 January 1988

This would be acceptable in the light of reasons given in section 3 above.

5. Re-registration in respect of increased enrolment to be permitted, including the appointment of additional staff provided these teachers are not employed by the Department.

In principle this would be acceptable, provided that the school in question met the required space norms and educational opportunities were not prejudiced as a result of increased size.

6. No substantive vacancies at post level 1 to be filled on a permanent basis until further notice.

The N.P.P.T.A. would be interested in obtaining up to date statistics on the distribution of permanent posts across all phases. If as claimed, we are indeed 'overstocked' in this regard, the N.P.P.T.A. would have to accept an interim 'wastage' programme operating during which time no posts in the phase would be filled on a permanent basis. However once the ratio of permanent posts in pre-primary was in line with that of the primary phase we would strongly urge that vacant posts should once again be gazetted as permanent.

7. The payment of building grants to be abolished.

This is acceptable in the light of budget stringency and to our knowledge has been N.E.D. policy for the past 4 years.

(The only exception in recent years was the payment to Glenridge Pre-Primary which was really honouring an agreement signed in 1978.)

8. The amount of the per-capita pupil grant for subsidised schools to be reduced.

As our members are not drawn from schools in this category we feel unqualified to give an opinion in this regard.

However there are very few pre-schools of this kind in Natal and if a reduction in grant places their survival at risk we would request that the status-quo be maintained.

9. The allowance of R55 per pupil in government pre-primary schools and reception classes in addition to the normal monetary allocation to be reviewed.

Our Association would find this an acceptable measure in the present economic climate.

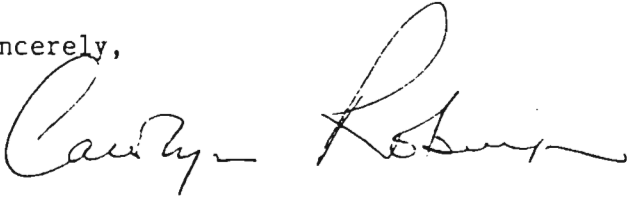
10. The above decisions to be made known to schools by a Departmental Circular Minute.

Once decisions have been made we would suggest that all District Inspectors are thoroughly briefed on the decisions and attendant ramifications. They should then hold meetings with Pre-Primary Principals in their areas prior to the posting of the relevant Circular Minute.

e are responding to the suggested measures as requested, but feel that they should not
e implemented too hastily.

f the results of the Committee/^{of} Heads investigation are to be made known within the
oreseeable future, it would seem shortsighted to impose measures that might then have
o be reviewed in the light of their decisions.

ours sincerely,

A handwritten signature in cursive script, appearing to read 'Cary - Robinson', written in dark ink.

RS. C. ROBINSON
hairlady

ORAL REPLY

OWN AFFAIRS

QUESTION NO. 7

QUESTION DAY 1 SEPTEMBER 1987

MR R M BURROWS TO ASK THE MINISTER OF EDUCATION AND CULTURE:

- (1) Whether he intends bringing about, (a) directly or (b) through the provincial directors of education, the cessation of the direct payment of salaries of pre-primary school teachers who do not teach pupils in the pre-school year immediately preceding the Substandard A year; if so, why;
- (2) whether he will make a statement on the matter?

REPLY

- (1) (a) and (b) No, no such action is being contemplated;
- (2) No.

QUESTION 3 (Own Affairs)

| | | | |
|----------------------------|-----------|------------------|----------|
| DINSDAG SE DEBAT | | TUESDAY'S DEBATE | |
| TERUGGESTUUR TE WORD OR | DONDERDAG | DIE BACK ON | THURSDAY |
| Voor 12 middag | | By 12 noon | |

QUESTION 7:

Mr R M BURROWS: Mr Speaker, arising out of the ^{reply} furnished by the hon the Minister, can the hon the Minister give us the assurance that none of the directors of the four provincial departments has taken steps to curtail the employment of non-primary teachers in the department?

Die MINISTER VAN ONDERWYS EN KULTUUR: Mr die Speaker, my antwoord daarop is baie duidelik, dit is die antwoord op die agt lid se vraag. Ek het niks om daarby te voeg nie.

Die ADJUNK-MINISTER VAN LANDE

Annexure 41
Clase, P., (1987b)

HOUSE OF ASSEMBLY

ORAL REPLY

OWN AFFAIRS

QUESTION NO. 5

QUESTION BY 15 SEPTEMBER 1987

MR S M BUREAWS TO ASK THE MINISTER OF EDUCATION AND CULTURE:

- (1) Whether the Natal Education Department has taken or intends taking certain steps in respect of the (a) reclassification of, (b) removal of certain posts at, and (c) staffing of, pre-primary schools; if so, (i) what are the particulars of the steps taken or envisaged, (ii) when were the decisions on these steps taken, (iii) which organizations were consulted before these decisions were taken and (iv) what amount is estimated will be saved by taking these steps;
- (2) whether any other steps of this nature are intended to be taken with regard to pre-primary schools in Natal; if so, what steps;
- (3) whether it is the intention to take any such steps in any other provinces; if not, why not; if so, (a) what steps, (b) in which provinces and (c) on what dates;
- (4) whether he or any director of education has received any representations regarding such steps in pre-primary schools; if so, what was the purport of these representations;
- (5) whether he will make a statement on the matter?

REPLY

- (1) (a), (b) and (c) Yes,

- (i) all vacant Post Level 1 posts will for the interim be advertised as temporary posts,

Post Level 3 principals' posts will as they become vacant, be advertised as Post Level 2 posts. All Head of Department posts will phase out as they become vacant,

- (ii) June 1987,

- (iii) Natal Teachers' Society and Natalse Onderwysersunie,

- (iv) approximately R400 000 p.a. on present salary scales;
- (2) no, not at this stage;
- (3) no, not immediately, since the CHE has requested that an investigation be undertaken into aspects of pre-primary education and any decision will depend on the outcome of the investigation;
- (4) yes, the Director of Education of Natal. The Natalse Vereniging van Preprimêre Skole has expressed its concern because Post Level 1 posts will only be advertised as temporary;

(5)

NATAL MERCURY
16.9.87

N.E.D 'PHONE AROUND'
16.9.87

" The article on page 2
of the Natal Mercury
only refers to the
pre-primary phase "

Cut back in Natal posts

Parliamentary
Correspondent

CAPE TOWN—The downgrading of posts by the Natal Education Department would save R400 000, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.

Mr Clase told the PFP spokesman on education, Mr Roger Burrows, that all vacant Post Level 1 posts would, for the interim, be advertised as temporary posts

Post Level 3 principals' posts would, when they became vacant, be advertised as Post Level 2 posts, and head of department posts would be phased out as they became vacant.

The decision to take such steps had been taken in June, he said.

NATAL
MERCURY
17.9.87

Only pre-primary downgraded

IT WAS reported in The Natal Mercury yesterday that the downgrading of posts by the Natal Education Department would save R400 000, according to Mr Piet Clase, the Minister of Education and Culture in the House of Assembly. The Mercury has been asked to point out that the downgrading referred to applies to pre-primary education only.

NATAL PRE-PRIMARY TEACHERS DELEGATION TO
THE DIRECTOR OF EDUCATION, MR. A. OLMESDAHL,
ON TUESDAY 22 SEPTEMBER, 1987.

DELEGATION MEMBERS:

N.T.S. Past President: Mr. Hylton Johnstone
N.T.S. Vice-President: Mr. Mervyn Gibb
N.P.P.T.A. Central Committee Chairman: Mrs. Carolyn Robinson
N.P.P.T.A. Central Committee Vice-Chairman: Miss Barbara Daniel
N.P.P.T.A. Northern Natal Chairman: Mrs. Lyn McLeod
N.P.P.T.A. Pietermaritzburg Chairman: Mrs. Yvette Van Aardenne
N.O.U. Pre-Primary Representative: Mrs. Ina Botha

N.E.D. REPRESENTATIVES:

Director: Mr. A. Olmesdahl
Deputy Director/Administration and Finance: Mr. J.J. Kruger
Chief Inspectors: Messrs. H.P.M. Reusch and K. Olivier
Chief Educational Planner: Mr. J.M. Deane

PURPOSE OF DELEGATION:

To seek clarity from the N.E.D. regarding the downgrading of
Pre-Primary provision in terms of:

1. Removal of H.O.D. posts.
2. Freezing of Permanent posts at Post level 1.
3. Recategorization of Pre-Primary principalships from
Post level 3 to Post level 2.
(Present H.O.D.'s and Principals to maintain their
grading as personal.)

As reported in the Natal Mercury of 16 September, 1987, following
the statement made by the Minister of Education and Culture,
Mr. Piet Clase, in the House of Assembly on the 15 September, 1987.

At a P.A.C.E.S. meeting (Provincial Advisory Committee of
Educational Services) on 22 May, 1987, which was continued on
22 June, 1987, the Department outlined their budget difficulties
and discussed areas of cost-saving being contemplated.
Consensus reached at this meeting in terms of Pre-Primary was:-

- (a) The post of head of department:
As an interim measure, and subject to the
findings of the investigations into items 1,
5 and 9 on the list of possible savings, the
consensus of the meeting was that no further
posts for head of department should be
advertised.

- (b) The grade of post of the principal:
It was decided to recommend to the Director that the four Post level 3 posts currently being advertised be withdrawn, that these posts be filled by persons appointed in an acting capacity and that the school committees of the schools concerned be notified accordingly.

However, at a meeting with Messrs. Olmesdahl, Olivier, Reusch and Deane decisions were made to not only withdraw the four current Principals posts from the Gazette but to downgrade Pre-Primary Principal posts, as they fell vacant, from Post level 3 to Post level 2. This decision was apparently taken in June and a draft circular informing schools of this action was prepared.

On 12 August, 1987 a letter outlining these measures was sent to the Natal Association of Pre-Primary Schools (the newly formed Parents Association) for comment.

On 18 August, 1987 the Director met with the MANCO of N.T.S. and N.O.U. and outlined a variety of cost-saving measures that were being investigated by the Department. At this meeting various documents were handed to the Teachers' Societies calling for input and comment by mid-September. At a later delegation this deadline was extended on the request of the N.T.S. A document relating to Pre-Primary was amongst these which called for comment on the ten measures "already proposed" including:-

1. all Pre-Primary schools to be reclassified as PIV;
2. all future principalships to be advertised as Post level 2;
3. all head of department posts to be phased out;

NOTE: Personnel holding Post level 3 Principalships and Post level 2 H.O.D. posts will retain these as personal.

The N.P.P.T.A. Executive prepared a response which was handed to the N.T.S. on 2 September, 1987. (A copy of the response and extracts from the covering letter is attached.)

It was, therefore, with dismay that we learned that the decision to downgrade Pre-Primary provision was in fact made in June.

At the Delegation Meeting the Director and his team gave detailed explanations regarding budget stringencies and reasons why this decision had been taken. The Pre-Primary delegation reaffirmed their awareness of the present economic difficulties in white education as a whole but expressed their disappointment at what they felt had been an inadequate consultative process and lack of negotiation. They also questioned why the N.E.D. had requested input from the Teachers' Societies after the decision was a fait accompli.

After some discussion it was stated that decisions regarding Permanent Posts and the downgrading of Principalships was perhaps to be seen as an interim measure awaiting the outcome of the Committee of Education Heads investigation into the rationalization of Pre-Primary provision on a national level.

A paragraph acknowledging the provisional nature of these decisions was then added to the draft circular, shortly to be distributed to all Pre-Primary schools.

The N.P.P.T.A. then questioned the necessity for the N.E.D. to take these interim measures prior to the findings of the Committee of Education Heads investigation as it appeared that no other provinces had felt the need to do so.

The N.E.D. stated that because Natal's commitment to Pre-Primary education was proportionally greater than that of the other provinces they had deemed these steps necessary. However when the results of the Committee of Education Heads investigation was made public, their recommendations would most probably be implemented in all the provinces, for better or worse.

Mr. Johnstone then thanked the Director for receiving the Delegation at such short notice and expressed the hope that certain issues had been clarified.

The N.P.P.T.A. Delegation said they looked forward to a greater degree of negotiation and asked that in the event of decisions being taken, the phase would be more timeously informed.

Enquiries: Messrs K. Olivier and H.F.M. Reusch

CIRCULAR NO. : 71/1987

School File No.: 3/5/1

REFERENCE NO. : S. 5/2

NATAL EDUCATION DEPARTMENT

TO: RECTORS OF COLLEGES OF EDUCATION AND PRINCIPALS OF ALL GOVERNMENT SCHOOLS AND PRIVATE PRE-PRIMARY SCHOOLS

Teaching Posts at Pre-Primary Schools

The Natal Education Department is obliged to make adjustments to its programme of educational provision because of the following:

- a more stringent budgeting policy by the State;
- a substantial drop in total pupil numbers in Natal and a consequent reduction in the number of teaching posts available;
- the necessity to rationalise this Department's post structure (post levels 1 to 7) in terms of approved norms applied to all departments under the control of the Department of Education and Culture: Administration, House of Assembly.

While the Natal Education Department affirms its continued and strong support for pre-primary schooling it has, after consultation with the recognised Teachers' Societies, regrettably had to take the following steps in respect of government and provincially-controlled pre-primary schools:

- 1 No further posts of Head of Department (Post Level 2) will be advertised. Those members of staff currently holding such posts will continue to do so and they will retain their grading as personal and will be paid accordingly.
- 2 The principalships previously graded as Post Level 3 will as they fall vacant, be re-advertised at Post Level 2. All present incumbents holding Post Level 3 principalships will retain their grading as personal and will be paid accordingly.
- 3 With effect from the 2nd Gazette 1987, vacancies for teaching staff at Post Level 1 will, for the time being, be advertised as temporary only. No further appointments will be made to the permanent staff until further notice.
- 4 Acting appointments in respect of principalships will be handled as in the past, but no acting Head of Department will be appointed with effect from 1 January 1988.

The Natal Education Department emphasises that these steps are necessary if the available funds are to be equitably used for the provision of education in all school phases in Natal.

Furthermore, they must be seen as interim measures pending the outcome of an inter-departmental investigation into the whole structure of pre-primary education.

natal pre-primary



teachers associati

MEMORANDUM FROM THE NATAL PRE-PRIMARY ASSOCIATION SUPPORTING THE
CONTINUANCE OF THE PROVINCIALY CONTROLLED SYSTEM OF PRE-PRIMARY
EDUCATION

Historical Background

The National Education Act of 1967 included Pre-Primary in its definition of "schooling" albeit that it was not a compulsory phase.

In 1969 the Minister of Education gave authority to the provinces to set up Pre-Primary schools and provincial ordinances were amended to allow for the establishment of such schools.

(Natal Ordinance 46/69)

In 1971 the Natal Education Department introduced teacher-training courses at their Training Colleges. Two provincial Government Pre-Primary schools were established at this time, attached to the Durbanse Onderwys-kollege in Durban and the Natal Training College in Pietermaritzburg.

Although the ordinance also allowed for the establishment of private subsidised Pre-Primaries and provincially controlled schools, the Natal Education Department favoured the latter model.

The advantages of the provincially controlled system were:

- 1) It ensured that a high standard of early childhood education was maintained at schools throughout the province at a cost significantly less than would be the case in running provincially owned Government schools.
- 2) It created a unique and successful working partnership between parent committees and the provincial Education Department.

Under this system Natal has built up an enviable reputation for pre-school education and it has been looked to as the goal "model" for pre-primary provision by the Department of Education and Training.

Implications of the present education Bill

The Draft Bill of the new Education Act only allows for the establishment or continuance of two types of Pre-Primary institutions..

- (i) Private Pre-Primary schools (subsidised or not)
- (ii) Public/Government/Provincially owned Pre-Primary schools

No provision has been made for the continuance of provincially controlled Pre-Primary schools and we question the reasoning behind this omission.

Financial considerations could not have been the prime motivation for the dismantling of the provincially controlled system as these schools are more economic than provincially owned schools.

| | <u>Controlled Schools</u> (Salaries only) | <u>Provincial Schools</u> (Government Schools) |
|-----------|--|---|
| Transvaal | R1066 (1985/1986) | R1267 (1984/1985) |
| Natal | R1145 | R1873 |
| Cape | R562.56 | -- |
| O.F.S. | R715 | -- |

Expenditure per Pre-Primary child per annum

(Figures quoted by the Minister of Education, Mr P Clase, House of Assembly, 1987.)

Educational considerations

The decision to omit the provincially controlled system of Pre-Primary from the Draft Education Bill could not have been taken with a view to maintaining or enhancing educational quality in the Pre-Primary phase. The placement in schools of qualified teachers who are in the employ of the local educational authority, ensures control over the educational programme and a maintenance of standards in all schools that would not be possible with the private subsidised system. In the private sector there are always schools of excellence, but these are usually elitist schools and a minority group, and it is very difficult to ensure a uniformity of quality in the private system.

This maintenance of general standards could be achieved were all Pre-Primary schools to become provincially owned, but this changeover seems unlikely in the light of present budget stringencies.

Provincially controlled schools in Natal presently number 97 out of a total of 101 Pre-Primary schools currently receiving any sort of Departmental subsidy. Apart from Natal's commitment to this model, the provincially controlled system predominates throughout the country.

| | <u>Subsidised</u> (per capita subsidy) | <u>Controlled Schools</u> (salaries only) | <u>Provincial Schools</u> (Government Schools) |
|-----------|--|--|---|
| Transvaal | 178 | 38 | 125 |
| Natal | 2 | 97 | 2 |
| Cape | 21 | 156 | -- |
| O.F.S. | -- | 82 | -- |

Number of Pre-Primary schools falling into each financing category in the provinces.

As can be seen by the above statistics, the only province that remains largely unaffected by the proposed Education Act is the Transvaal.

Effects of privatisation on the Pre-Primary phase

The present subsidy available to private subsidised Pre-Primary schools in Natal is R85 per child per year. (This has to be applied for on an annual basis.) The 1985/1986 subsidy to the provincially controlled schools in terms of teacher's salaries works out at R1145 per capita.

Should Natal schools be forced into the private subsidised category, it is obvious that this subsidy is unrealistic in terms of maintaining acceptable standards, with qualified staff.

Pre-Primary schools are precluded from applying for the subsidy available to private schools in the compulsory phases, i.e. 45% of total running costs. Even if severe cut-backs were made within the Natal system to make it more cost-effective, the minimum subsidy per child that would be required to maintain a quality system would be in excess of R700 per year.

The Natal Pre-Primary Teachers Association conducted a survey during November 1987 to ascertain the effects of privatisation on Natal Pre-Primary schools. The average fee structure in provincially controlled schools is presently R120 per child per term. This covers bond repayments/rentals, maintenance of land and buildings, secretarial and domestic salaries, educational equipment and supplies etc.

The survey revealed that most parent bodies could absorb a rise in fees of a further 50% and in a minority of cases a doubling in fees. In terms of teacher's salaries this would mean the employment of 1 private or 2 private teachers respectively. Schools serving lower socio-economic communities, especially those with after-care centres catering for working mothers, would be unable to raise their fees sufficiently to ensure the payment of even 1 qualified member of staff.

The term "privatisation" should be viewed in the light of the above information and it must be stressed that unless realistic subsidies were made available, the privatising of Pre-Primary schools would merely be a euphemism for the dismantling of the system.

Conclusion

We see no logical, economic or educational argument to support the omission of provincially controlled Pre-Primary schools from the categories defined for Pre-Primary provision in the Draft Bill.

We realise that, in the light of the commitment to a more equal educational provision and resultant budget stringencies, the status quo cannot be maintained.

It is our belief, however, that the provincially controlled system is the best Pre-Primary model operating in the country and costs can further be trimmed within the confines of the existing system.

We would, therefore, strongly urge that this matter be reviewed.

Pre-primary school exhibition for the Upper South Coast

THE joint pre-primary school exhibition of the Upper South Coast will be held outside the Hub in Amanzimotl and at Sanlam Centre, Winklespruit during business hours on Friday, January 29 and Saturday, January 30.

The exhibition will be of special interest to new parents of pre-primary school children and will reflect a typical day at school, explaining the activities and their value to the development of young children.

Pre-primary schools previously under the control of the Province feel threatened by the terms of the new Education Act where there is no mention of provincially controlled pre-primary schools, and the ordinances that allowed

for their establishment are apparently withdrawn.

The new act allows for government pre-primary schools and classes and private subsidised pre-primary schools.

INVESTMENT

The provincially controlled schools in Natal represent about 95 per cent of all the registered pre-primary schools in the province and reflect a multi-million rand investment by parents.

Questions are being asked as to how the new act will affect these schools which have acquired a reputation for high quality pre-school education and care.

Parents Associations entered into the "partnership" of the provinci-

cally controlled system in good faith at the initiative of the Natal Education Department which was originally said to be a 20 year commitment 1975-1995.

It would appear that now, more than ever, parents and the educational authorities should be made aware of the long term benefits of pre-school education and that pre-primary schools should stay in their present premises - not attached to primary schools as a reception class.

Research in the USA and UK has shown that pre-school education positively affects the child's chances in later life.

Children who attend pre-primary schools have an educational advantage over those who

attend playgroups. They are less likely to give up in the face of difficulties, more likely to concentrate in "play", and to "work" in free time.

They are less likely to exhibit delinquent behaviour, less likely to need remedial education in their teens, less likely in the case of girls to become teenage mothers, more likely to complete their schooling, more likely to get jobs, and showed a greater ability to support themselves.

These findings confirm that pre-school education does more than simply boost a child's intellectual skills. The child's motivation to achieve well is also boosted, as is his self image and his whole family's attitude to education.

So if you are a teacher or parent, don't miss this pre-school education exhibition.



PHC.
304-3610

NUARY 29, 1988

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Concern over future of pre-primary education

The present unstable state of education in South Africa has caused much concern among numerous parent and teacher bodies.

One of the issues causing the greatest amount of concern is what will become of pre-primary education.

Various awareness exhibitions, titled 'Preserve Pre-Primary Schools', have been arranged throughout Durban.

According to the organisers, the Natal pre-primary system is widely regarded as being the best in the country.

Most of the pre-primary schools in Natal which are

registered as educational institutions are staffed by qualified teachers employed by the Natal Education Department.

Although parent associations own or rent the school premises, and are responsible for all other running costs, the educational programme is structured and monitored by the education department.

For the last decade these schools have been known as 'provincially controlled' pre-primary schools. On the Berea, these include well-known names like Montpelier, Tree-Tops, Joyce Broadhead, Sharona, Davida, Glenridge and

Clarence Road.

With budget cutbacks affecting the whole spectrum of white education, it is felt the pre-primary phase is particularly at risk because it is not compulsory.

There has been an outcry over the recent downgrading measures which have been applied to pre-primary staffing, but many fear this is only the tip of the iceberg, and the existence of these schools is at risk.

In terms of the Draft Bill of the New Education Act, which will be tabled in the House of Assembly next month, the 'provincially controlled' system of pre-

By TONI FAGAN

primary schools will cease to exist.

At this stage it is not clear what will take its place.

The Durban branch of the Natal Pre-Primary Teachers' Association will be holding exhibitions at various shopping centres throughout the greater Durban area.

These exhibitions will hopefully create an awareness of the value of pre-primary education, and alert the public to the threat which hangs over the long term future of these

schools.

The exhibitions will be held at the Musgrave Centre, La Lucia Mall and venues along the North and South coasts on Friday January 28 and Saturday 29.

An exhibition will also take place at the workshop the following weekend.

Criticism of the situation was clearly summed up in the statement: 'If pruning needs to be done, any horticulturist will tell you to promote healthy growth one trims from the top — not the roots'.

Berea Mail 29/1/1988

EMBARGO : 24h00 : 1988-03-15

MEDIA STATEMENT

STATEMENT BY MR P J CLASE MP, MINISTER OF EDUCATION AND CULTURE,
ADMINISTRATION: HOUSE OF ASSEMBLY

PROVINCIALY CONTROLLED PRE-PRIMARY SCHOOLS

"Provision for provincially controlled pre-primary schools is in fact made in the Education Affairs Bill. There is no reason for concern about this", Mr P J Clase, Minister of Education and Culture, Administration : House of Assembly said.

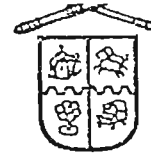
In order to regulate the provision of education for the pre-primary, primary and secondary schools of the Department of Education and Culture, Administration: House of Assembly, it was decided to have a single Act in terms of which such education will be provided.

For this purpose a Bill was drafted and submitted for comment to various interested parties. In this process the Bill was also submitted to the different provincial education councils. All the comments received were considered and, where possible, embodied in the Bill. As is customary the deliberations took place on a confidential basis.

While the Bill was being edited it was noted about a month ago that provision for provincially controlled pre-primary schools had by mistake been omitted from the document that was made available for the purpose of consultation. The necessary editorial adjustments were immediately made to the Bill to provide for this.

Unfortunately a copy or copies of the unrevised Bill that were previously made available to the bodies which were consulted came to the attention of outsiders, resulting in the unrevised Bill causing unnecessary concern.

The assurance is given herewith that the necessary adjustments have been made to the Bill to make provision for provincially controlled pre-primary schools and that there need not be any reason for concern about this.



PARLIAMENT OF THE REPUBLIC
OF SOUTH AFRICA

1988 03 22

Mr Nevil Tyler
Chairman: Parents Control Committee
Sea View Pre-Primary School
P O Box 25085
SEA VIEW
4073

Dear Mr Tyler

PROVINCIALY CONTROLLED PRE-PRIMARY SCHOOLS

Thank you for your letter and the petition signed by concerned residents in your area.

While I have profound sympathy for the concern displayed by the petitioners, the explanatory statement issued by the Minister of Education and Culture, Mr P Clase, makes it clear that the omission of provincially controlled Pre-primary schools from the Bill was unintentional.

"In order to regulate the provision of education for the pre-primary, primary and secondary schools of the Department of Education and Culture, Administration: House of Assembly, it was decided to have a single Act in terms of which such education will be provided.

"For this purpose a Bill was drafted and submitted for comment to various interested parties. In this process the Bill was also submitted to the different provincial education councils. All the comments received were considered and, where possible, embodied in the Bill. As is customary the deliberations took place on a confidential basis.

"While the Bill was being edited it was noted about a month ago that provision for provincially controlled pre-primary schools had by mistake been omitted from the document that was made available for the purpose of consultation. The necessary editorial adjustments were immediately made to the Bill to provide for this.

"Unfortunately a copy or copies of the unrevised Bill that were previously made available to the bodies which were consulted came to the attention of outsiders, resulting in the unrevised Bill causing unnecessary concern.

2/ "The assurance is given herewith

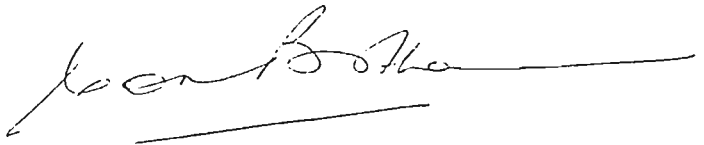
"The assurance is given herewith that the necessary adjustments have been made to the Bill to make provision for provincially controlled pre-primary schools and that there need not be any reason for concern about this."

I may add that the Natal Head Committee of the National Party unanimously adopted the following resolution at its meeting held in Durban on Saturday 19 March 1988:

"The Head Committee reaffirms its unqualified support for the concept of Provincially controlled pre-primary education in Natal and accordingly welcomes the recent assurances given by the Minister of Education, Mr P J Clase, to the effect that provision is in fact made for provincially controlled pre-primary schools in all the provinces, in the Education Affairs Bill.

The Head Committee further associates itself with the particular ethos of education in Natal and the maintenance of the highest possible standards of education at all levels."

Yours faithfully

A handwritten signature in dark ink, appearing to read 'C J v R Botha', with a horizontal line drawn underneath it.

C J v R BOTHA MP
UMLAZI

ec/



PARLIAMENT OF THE REPUBLIC
OF SOUTH AFRICA

PJS/dp
1988 03 29

The Chairman
Parents Control Committee
Sea View Pre-Primary School
P O Box 25085
SEAVIEW
4073

Dear Sir

Thank you for your letter, accompanied by a petition,
concerning Provincially Controlled Pre-primary Schools.
I appreciate your concern in this regard.

It is indeed a fact that certain press reports, encouraged by
some Natal M P's, created the impression that these schools are
to be phased out by the new bill. This, understandably, caused
great concern amongst teachers and parents alike.

Allow me to draw your attention to the following:

- (a) It never has been the intention to phase these schools
out. Natal has 97 such schools; the Cape 156; the O F S
82 and Transvaal 38. Their disappearance would have been
a catastrophe.
- (b) Even if the said bill - which consolidates the four
provincial ordinances - did not make explicit per
definition provision for provincially controlled schools
it would nonetheless have been possible to accommodate
such schools by means of regulations.
- (c) I have, however, convinced myself personally that the bill
to be tabled in Parliament does indeed make provision for
such schools.

2/...

2.

- (d) On 2 March Minister P Clase in Parliament summarised the Government's approach as follows:

"The teachers currently teaching at pre-primary schools and who receive their salaries from my department will continue to receive those salaries and to do that work!"

He continued:

"I trust that we'll always have sufficient funds in our budget to at least maintain the present situation in the pre-primary schools and, if more funds become available, to even extend since this is a very important aspect of education."

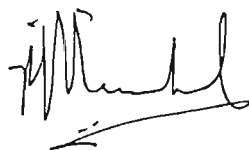
I hope that the above solves your problem and would appreciate it if you could pass this information on to teachers and parents.

Similar misconceptions, and the resulting unnecessary effort, can be avoided by encouraging teachers and parents associations to avail themselves of the official channels of information available to them in order to ensure that they are correctly informed.

This will prevent one from having to rely entirely on mischievous journalism and the politics of desperation.

As member of the Standing Committee on Education I also invite you to contact me, should you experience problems or require information.

Yours faithfully

A handwritten signature in dark ink, appearing to read 'P J Steenkamp', with a horizontal line drawn underneath the name.

DR P J STEENKAMP M P

EDUCATION AFFAIRS ACT (HOUSE OF ASSEMBLY), 1988

Act No. 70, 1988

in the business of that council, shall be determined by the Minister with the concurrence of the Minister of the Budget and Works.

Regulations relating to councils

19. The Minister may make regulations as to—
- 5 (a) the constitution, powers, duties and functions of councils;
 - (b) the qualifications for appointment, designation or election as, the terms of office of, and the vacation of their offices by, members of councils, and the filling of incidental vacancies in councils;
 - 10 (c) the election and powers of chairmen and vice-chairmen of councils;
 - (d) the convening of, the procedure and rules at, and the quorum for, meetings of councils and committees of councils and the keeping of minutes of such meetings;
 - (e) the dissolution and reconstitution of councils; and
 - 15 (f) the designation of persons in the service of the Department to perform the work relating to the performance of the functions of councils.

Continuation of certain councils

20. (1) A regional council, regional committee, school board, management council, control board, special committee, school committee, council for a training
20 centre, advisory council, board of management and hostel committee established, constituted or founded in terms of a law repealed by this Act and which existed immediately prior to the fixed date—
- (a) shall from that date proceed with the performance of its functions in respect of the relevant region, district, area, school or schools, training centre or
25 hostel for which that council or committee was established, constituted or founded, as if this Act had not been passed; and
 - (b) shall continue to exist, notwithstanding the repeal of the law concerned, until the date on which the term of office of the members of that council or
30 committee expires or until the date on which the Minister dissolves the council or committee.
- (2) Unless the Minister determines otherwise, the assets, liabilities, rights and obligations of a council or committee referred to in subsection (1) shall, on the expiry of the date contemplated in paragraph (b) of that subsection, vest in such council as the Minister under this Act may establish and designate as the successor of the first-
35 mentioned council or committee.

CHAPTER 5**PRIVATE SCHOOLS AND STATE-AIDED SCHOOLS****Prohibited acts unless registered as private pre-primary school**

21. No person shall for reward keep in his custody or under his control
40 children of three years or older but not yet subject to compulsory school attendance, unless he has been registered as a private pre-primary school in terms of this Act.

Prohibited acts unless registered as private school for specialized education

22. No person shall, except at a state-aided school, provide specialized education for reward, unless he has been registered as a private school for specialized
45 education in terms of this Act.

Application for registration

23. (1) Any person who intends to register as a private pre-primary school or private school for specialized education, shall apply in writing to the Head of Education for such registration.

EDUCATION AFFAIRS ACT (HOUSE OF ASSEMBLY), 1988

Act No. 70, 1988

(2) An applicant for such registration shall furnish such additional information in connection with his application as the Head of Education may require.

Consideration of applications for registration

24. (1) The Head of Education may at his discretion grant or refuse an application referred to in section 23, but he shall not grant an application if he is of the opinion that the applicant concerned does not comply with the prescribed requirements.

(2) If the Head of Education refuses an application referred to in section 23, he shall notify the applicant in writing of such refusal and the reasons therefor.

Registration as private pre-primary schools and private schools for specialized education

25. (1) If the Head of Education grants an application referred to in section 23, he shall register the applicant as a private pre-primary school or private school for specialized education, as the case may be, and issue a certificate of registration to the applicant in such form as he may determine.

(2) The registration as a private pre-primary school or private school for specialized education shall be subject to the prescribed conditions.

(3) The registration as a private pre-primary school or a private school for specialized education in terms of this Act shall not exempt any person from any other obligation in respect of registration in terms of any other law.

(4) A private nursery school or private pre-primary school registered in terms of a law repealed by this Act and which existed immediately prior to the fixed date, shall from that date be deemed to be a private pre-primary school registered in terms of this Act.

(5) A private special school and private training centre approved or registered under a law repealed by this Act or deemed to have been approved or registered under such a law, and which existed immediately prior to the fixed date, shall from that date be deemed to be registered as a private school for specialized education in terms of this Act.

Subsidies to private pre-primary schools

26. (1) A private pre-primary school may apply in writing to the Head of Education to be classified for subsidy purposes as a departmentally controlled pre-primary school.

(2) A private pre-primary school which has not been classified as contemplated in subsection (1) may annually on or prior to the prescribed date apply in writing to the Head of Education for a subsidy.

(3) The Head of Education may at his discretion grant or refuse an application referred to in subsection (1) or (2), but he shall not grant an application if he is of the opinion that the private pre-primary school does not comply with the prescribed conditions for subsidization or classification, as the case may be.

(4) As from the date on which an application for classification as contemplated in subsection (1) is granted under subsection (3), the persons employed in teaching posts at such departmentally controlled pre-primary school shall be deemed to be employed in teaching posts at a departmental institution.

(5) A provincially controlled nursery school or pre-primary school classified or maintained in terms of a law repealed by this Act and which existed immediately prior to the fixed date, shall from that date be deemed to be a departmentally controlled pre-primary school which has been classified in terms of this Act.

Lapsing or withdrawal of registration

27. The registration of a private pre-primary school and a private school for specialized education shall lapse or may be withdrawn under the prescribed circumstances.

Appeal against refusal by Head of Education

28. (1) A person who feels aggrieved by the refusal by the Head of Education of an application contemplated in section 23 may, within 30 days after receiving notice of such refusal, appeal in writing, setting out the grounds of appeal, against the refusal to the Minister.

KONSEPREGULASIES BETREFFENDE DIE REGISTRASIE EN SUBSIDIERING VAN PRIVATE
PREPRIMÊRE SKOLE - WET OP ONDERWYSAANGELEENTHEDE (VOLKSRaad), 1988

WOORDOMSKRYWING

1. In hierdie regulasies het 'n woord of uitdrukking waaraan 'n betekenis in die Wet geheg is, die betekenis aldus daaraan geheg en, tensy uit die samehang anders blyk, beteken -

"beheerliggaam" met betrekking tot 'n geregistreeerde private preprimêre skool die liggaam by wie die beheer en bestuur van die private preprimêre skool berus;

"departementeelbeheerde preprimêre skool" 'n private preprimêre skool waarvan die persone wat na die oordeel van die Minister nodig is om onderwys aan sodanige skool te gee, aangestel word in poste op die diensstaat van die Departement;

"die Wet" die Wet op Onderwysaangeleentheid (Volksraad), 1988 (Wet ... van 1988);

"eienaar" met betrekking tot 'n private preprimêre skool, die persoon aan wie die private preprimêre skool behoort en wat dit onderhou;

"grondwet" met betrekking tot die beheerliggaam van 'n geregistreeerde private preprimêre skool, 'n dokument wat 'n grondwet heet, of wat 'n ooreenstemmende of soortgelyke benaming dra, en waarin die doelstellings, befondsing en bestuur van en ander relevante aspekte met betrekking tot die beheer oor 'n private preprimêre skool deur die beheerliggaam uiteengesit word;

"opvoedingsprogram" die onderwysprogram, soos bedoel in regulasie 2(2)(g)(ii), wat in 'n geregistreeerde private preprimêre skool gevolg moet word;

"subsidie" met betrekking tot 'n geregistreeerde private preprimêre skool, finansiële steun van die Staat aan so 'n skool; en

"voorgeskrewe ouderdom" met betrekking tot 'n kind, drie jaar en ouer maar jonger as die verpligte skoolbesoekouderdom.

VEREISTES EN VOORWAARDES VIR REGISTRASIE

2. (1) 'n Private preprimêre skool ten opsigte waarvan aansoek om registrasie gedoen word, moet aan die volgende vereistes voldoen:

- (a) Die aansoek moet die Onderwyshoof oortuig dat dit redelikerwys verwag kan word dat 'n gemiddelde inskrywing van minstens twintig kinders vir elke skoolkwartaal gehandhaaf kan word;
- (b) aan die hoof van sodanige skool moet daar 'n onderwyser, wat bekend moet wees as die skoolhoof, staan, wat vir die organisasie van, die toesig oor, die gedrag by en die beheer oor sodanige skool verantwoordelik is;
- (c) die skoolgeboue en -terreine moet aan sodanige vereistes betreffende ruimte, ontwerp en geriewe voldoen as wat na die oordeel van die Onderwyshoof voldoende is; en
- (d) die Onderwyshoof moet daarvan oortuig wees dat sodanige skool 'n bydrae sal lewer tot onderwysvoorsiening in 'n bepaalde gebied of vir 'n bepaalde doel, veral wat die aard van die opvoedkundige programme betref.

(2) Die registrasie van sodanige skool is onderworpe aan die volgende voorwaardes -

- (a) die minimum getal kinders van die voorgeskrewe ouderdom in sodanige skool is 20;
- (b) behalwe met die goedkeuring van die Onderwyshoof, mag 'n kind -
 - (i) nie tot sodanige skool toegelaat word voordat hy die leeftyd van drie jaar bereik het nie; en

- (ii) bly hy nie in sodanige skool aan na die laaste skooldag van die jaar waarin hy die leeftyd van ses jaar bereik het nie: Met dien verstande dat die bepalings van hierdie paragraaf nie van toepassing is nie ten opsigte van 'n kind wat ingevolge die bepalings van artikel 54(a) van die Wet van verpligte skoolbesoek vrygestel is;
- (c) 'n gestremde kind mag nie sonder die toestemming van die Onderwyshoof tot sodanige skool toegelaat word nie;
- (d) die toelating van kinders tot sodanige skool is onderworpe aan die bepalings van items 2 en 14 van Bylae 1 van die Grondwet van die Republiek van Suid-Afrika, 1983 (Wet 110 van 1983): Met dien verstande dat die getal Blanke kinders wat sodanige skool bywoon, te alle tye 'n volstreekte meerderheid van die totale leerlingtal van die skool sal uitmaak;
- (e) die Onderwyshoof bepaal die maksimum getal kinders wat tot sodanige skool toegelaat mag word volgens die skoolgeboue en -terreine in subregulasie (1)(c) bedoel;
- (f) geen persoon mag sodanige skool bestuur of opvoedkundige programme aanbied nie, tensy die eienaar in besit is van 'n registrasiesertifikaat ten opsigte van die betrokke skool;
- (g) die eienaar of die beheerliggaam van sodanige skool moet toesien -
 - (i) dat die gemiddelde duur van 'n skooldag en die minimum getal skooldae per kalenderjaar, is soos goedgekeur deur die Onderwyshoof;
 - (ii) dat die opvoedkundige programme wat vir kinders in sodanige skool aangebied word in ooreenstemming is met die opvoedkundige programme wat kragtens artikel 6(1)(a) van die Wet vir

leerlinge van preprimêre skole goedgekeur is;
en

*saak
1 choice*

(iii) dat die voertaal aan sodanige skool die moeder-
taal van die kind is;

(h) die eienaar of beheerliggaam van sodanige skool moet -

(i) 'n toelatingsregister en 'n daaglikse bywonings-
register van die kinders wat sodanige skool
bywoon laat byhou;

(ii) 'n register van die onderwysers by sodanige skool
hou, waarin hulle name, registrasienommers,
kwalifikasies en besoldiging aangeteken word;

(iii) die Onderwyshoof of 'n beamppte deur hom gemagtig,
toelaat om die registers te eniger tyd na te
gaan;

(iv) sodanige ander rekords hou as wat die Onderwys-
hoof van tyd tot tyd in die algemeen of in 'n
bepaalde geval bepaal; en

(iv) die registers en rekords in subparagrafe (i),
(ii), (v) bedoel op die wyse hou wat die
Onderwyshoof van tyd tot tyd bepaal of vereis;

(i) geen persoon wat nie aan die minimum vereistes voldoen nie
wat ingevolge artikel 8B(4) van die Wet op die Nasionale
Onderwysbeleid, 1967 (Wet 39 van 1967), voorgeskryf is vir
registrasie as onderwyser, mag as onderwyser aan sodanige
skool in diens geneem word nie: Met dien verstande dat
indien die Onderwyshoof daarvan oortuig is dat die persoon
se dienste as onderwyser noodsaaklik is vir die betrokke
skool, hy die aanstelling nieteenstaande voorgaande
bepalings van hierdie paragraaf kan goedkeur: Met dien
verstande voorts dat voorgaande bepalinge van hierdie
wet nie van toepassing is op enige persoon wat

*Handwritten
note*

op die datum van inwerkingtreding van hierdie regulasies as onderwyser aan 'n private preprimêre skool werksaam is, tensy hy na daardie datum ophou om as onderwyser aan sodanige skool werksaam te wees, en daarna verlang om weer as 'n onderwyser in diens geneem te word by enige private preprimêre skool; en

- (j) die aanstelling van enige onderwyser aan sodanige skool word deur die eienaar gedoen, en die eienaar moet die Onderwyshoof van sodanige aanstelling in kennis stel en 'n uiteensetting gee van die betrokke onderwyser se kwalifikasies en ondervinding.

(3) Indien 'n private preprimêre skool in artikel 25(4) van die Wet bedoel, op die datum van eerste publikasie van hierdie regulasies nie aan 'n registrasievereiste of -voorwaarde vermeld in subregulasie (1) of (2) voldoen nie, kan die Minister 'n tydperk bepaal waarbinne aan sodanige vereiste of voorwaarde voldoen moet word.

(4) Indien enige sodanige skool na verstryking van 'n tydperk in subregulasie (3) bedoel, nie aan bedoelde vereiste of voorwaarde voldoen nie, kan die Minister die registrasie van sodanige skool intrek of, indien daar na die oordeel van die Minister goeie redes daarvoor bestaan, 'n verdere tydperk vir voldoening aan die vereiste of voorwaarde bepaal by verstryking van welke verdere tydperk die Minister die registrasie van die skool kan intrek indien daar nog nie aan die vereiste of voorwaarde voldoen word nie.

INSPEKSIE VAN PRIVATE PREPRIMÊRE SKOOL

3. (1) Die Onderwyshoof kan te eniger redelike tye die inspeksie van enige geregistreerde private preprimêre skool gelas met betrekking tot die perseel, meubels en uitrusting van die skool, die onderrig wat gegee word, die wyse waarop die skool bestuur word en enige ander aangeleentheid wat volgens die oordeel van die Onderwyshoof geïnspekteer moet word.

(2) Wanneer die eienaar, beheerliggaam of skoolhoof van 'n geregistreerde private preprimêre skool skriftelik 'n inspeksie versoek,

kan die Onderwyshoof sodanige inspeksie laat uitvoer en 'n verslag daaroor aan sodanige eienaar, beheerliggaam of skoolhoof laat stuur.

KLASSIFIKASIE AS DEPARTEMENTEELBEHEERDE PREPRIMÊRE SKOOL

4. (1) 'n Private preprimêre skool wat ingevolge artikel 26(1) van die Wet wil aansoek doen om vir subsidie-doeleindes as 'n departementeelbeheerde preprimêre skool geklassifiseer te word, moet sy aansoek aan die Onderwyshoof rig op die aansoekvorms wat vir dié doel deur die Onderwyshoof beskikbaar gestel word.

(2) Indien 'n aansoek in subregulasie (1) bedoel toegestaan is, bly die klassifikasie van die betrokke skool as departementeelbeheerde preprimêre skool van krag totdat dit kragtens hierdie Regulasies verval of ingetrek word.

(3) 'n Private preprimêre skool kan vir klassifikasie as departementeelbeheerde preprimêre skool in ^{consideration} aanmerking kom indien die betrokke skool aan die volgende vereistes voldoen, naamlik dat -

- en in regulerende*
- (a) minstens een-derde van die lede van die beheerliggaam van die skool deur die Minister benoem word en die ander lede deur die ouers van leerlinge van die skool verkies word;
 - (b) die skool sonder 'n winsmotief in stand gehou word;
 - (c) die skool die leerlinge in die skoolgeboue en op die skoolterrein akkommodeer op 'n wyse wat na die oordeel van die Onderwyshoof bevredigend is;
 - (d) die skool aan al die opvoedkundige en onderwyskundige vereistes wat deur die Onderwyshoof gestel word voldoen;
 - (e) ^{regulerende} ^{community} ^{competitions} die leerlinggemeenskapsaanstelling sal wees soos deur die ^{determining} Onderwyshoof bepaal; en
 - (f) die grondwet van die betrokke beheerliggaam aan die Onderwyshoof voorgelê word.

(4) 'n Private preprimêre skool wat kragtens hierdie regulasie as 'n departementeelbeheerde preprimêre skool geklassifiseer is moet jaarliks 'n geouditeerde finansiële verslag van die geldelike sake van die skool by die Onderwysheer indien.

(5) Die aantal private preprimêre skole wat as departementeelbeheerde preprimêre skole geklassifiseer kan word is onderworpe aan die bedrag wat van tyd tot tyd deur die Volksraad vir dié doel bewillig word.

(6) Die klassifikasie van 'n private preprimêre skool as 'n departementeelbeheerde preprimêre skool verval as die betrokke skool se registrasie ingevolge regulasie 6 verval of ingetrek word.

(7) (a) Indien 'n private preprimêre skool wat as 'n departementeelbeheerde preprimêre skool geklassifiseer is op enige stadium nie meer aan 'n registrasievereiste of voorwaarde in regulasie 2 vermeld of 'n vereiste of voorwaarde vir klassifikasie in hierdie regulasie vermeld, voldoen nie, moet die Onderwysheer die beheerliggaam skriftelik daarvan in kennis stel met vermelding van die vereiste of voorwaarde waaraan nie voldoen is nie en met die opdrag aan die beheerliggaam om sodanige vereiste of voorwaarde na te kom binne 'n tydperk deur die Onderwysheer bepaal en in die kennisgewing vermeld.

(b) Indien sodanige skool na verstryking van die tydperk in paragraaf (a) bedoel, nog nie aan die betrokke vereiste of voorwaarde voldoen nie kan die Onderwysheer die betrokke skool se klassifikasie as 'n departementeelbeheerde preprimêre skool intrek.

BETALING VAN SUBSIDIE

5. (1) 'n Private preprimêre skool wat ingevolge artikel 26(2) van die Wet om 'n subsidie aansoek wil doen, moet sy aansoek aan die Onderwysheer rig op die aansoekvorms wat vir dié doel deur die Onderwysheer beskikbaar gestel word: Met dien verstande dat -

- (a) die subsidie op 'n jaarlikse grondslag goedgekeur word en die betaling daarvan kwartaalliks terugwerkend geskied;

- (b) h aansoek om subsidie jaarliks voor of op 31 Maart by die betrokke provinsiale onderwysdepartement ingedien moet word;
- (c) by goedkeuring van h subsidie sodanige skool die eisvorm wat vir dié doel beskikbaar gestel word aan die einde van elke kwartaal by die betrokke provinsiale onderwysdepartement moet indien;
- (d) as die persentasie skoolbesoek benede 70 persent daal, die bedrag van die subsidie na verhouding verminder word;
- (e) indien h private preprimêre skool waaraan h subsidie toegeken is op enige stadium in die loop van die finansiële jaar nie langer aan h registrasievereiste of -voorwaarde vermeld in regulasie 2 of h vereiste vir die toekenning van h subsidie vermeld in subregulasie (4) voldoen nie, die Onderwyshoof die eienaar of beheerliggaam skriftelik daarvan in kennis moet stel met vermelding van die vereiste of voorwaarde waaraan nie voldoen is nie en met die opdrag aan die eienaar of beheerliggaam om sodanige vereiste of voorwaarde na te kom binne h tydperk deur die Onderwyshoof bepaal en in die kennisgewing vermeld;
- (f) indien sodanige skool na verstryking van die tydperk in paragraaf (e) bedoel, nog nie aan die betrokke vereiste of voorwaarde voldoen nie, die subsidie aan sodanige skool verval; en
- (g) h subsidie slegs betaalbaar is ten opsigte van die Blanke kinders van die voorgeskrewe ouderdom.

(3) Iemand wat in of in verband met h aansoek om h subsidie aan h geregistreerde private preprimêre skool opsetlik inligting verstrek of opsetlik h verklaring doen wat vals of misleidend is, is aan h misdryf skuldig en by skuldigbevinding strafbaar met h boete van hoogstens R4 000 of met gevangenisstraf vir h tydperk van hoogstens twee jaar.

(4) 'n Private preprimêre skool kan in aanmerking kom vir die toekenning van 'n subsidie, indien die betrokke skool aan die volgende vereistes voldoen, naamlik dat -

- (a) sodanige private preprimêre skool in stand gehou word sonder 'n winsmotief;
- (b) alle permanente en tydelike onderwysers aan sodanige skool oor 'n erkende professionele kwalifikasie in preprimêre onderwys beskik;
- (c) daar minstens een onderwyser vir elke 20 kinders wat sodanige skool bywoon sal wees, en een addisionele onderwyser vir enige oorblywende getal van sodanige kinders wat nie 'n veelvoud van 20 is nie;
- (d) die vergoedingspakket van die onderwyspersoneel verbonde aan sodanige skool op so 'n wyse bepaal word dat dit volgens die oordeel van die Onderwyshoof nie gunstiger is nie as dié van onderwyspersoneel in diens in poste van dieselfde graad en kategorie in die Departement;
- (e) die skoolgebou en terrein van sodanige skool voldoen aan die vereistes wat deur die Onderwyshoof gestel word;
- (f) die skool aan al die opvoedkundige vereistes wat deur die Onderwyshoof gestel word voldoen;
- (g) jaarliks 'n geouditeerde finansiële verslag van die geldelike sake van sodanige skool by die Onderwyshoof ingedien word;
- (h) enige subsidie wat van die Departement ontvang is, in 'n bankrekening gestort word wat in die naam van sodanige skool geopen is; en
- (i) die grondwet van die betrokke beheerliggaam aan die Onderwyshoof voorgelê word.

(5) Die aantal geregistreerde private preprimêre skole wat subsidie bedoel in subparagraaf (1) kan ontvang, is onderworpe aan die beskikbare bedrag wat deur die Volksraad van tyd tot tyd vir dié doel bewillig word.

VERVAL EN INTREKKING VAN REGISTRASIE EN SLUITING VAN PRIVATE PREPRIMÊRE SKOLE

6. (1) Die registrasie van 'n private preprimêre skool verval wanneer volgens 'n berekening deur die Onderwyshoof gedoen die gemiddelde getal kinders wat by daardie skool ingeskryf is vir twee agtereenvolgende skoolkwartale in 'n bepaalde kalenderjaar minder is as die getal by regulasie 2(2) (a) voorgeskryf.

(2) (a) Die Minister kan die registrasie van 'n private preprimêre skool, behoudens die bepalinge van paragraaf (b), intrek indien hy op redelike gronde daarvan oortuig is dat sodanige skool nie aan 'n registrasievereiste of -voorwaarde bedoel in regulasie 2 voldoen nie, of dat sodanige skool op 'n wyse of in omstandighede bestuur of in stand gehou word wat na sy oordeel nadeling kan wees vir die liggaamlike, verstandelike of geestelike welsyn van die leerlinge wat sodanige skool bywoon.

(b) Voordat die Minister kragtens paragraaf (a) die registrasie van 'n private preprimêre skool intrek, moet hy in 'n skriftelike kennisgewing gerig aan die eienaar of beheerliggaam van sodanige skool -

- (i) die eienaar of beheerliggaam in kennis stel van die voorgenome intrekking;
- (ii) die redes vir die voorgenome intrekking verstrek; en
- (iii) die vereistes of voorwaardes vermeld waaraan die eienaar of beheerliggaam binne 'n redelike tydperk deur die Minister bepaal en in die kennisgewing vermeld, moet voldoen ten einde die voorgenome intrekking af te weer.

(c) Indien die eienaar of beheerliggaam versuim om binne die tydperk ingevolge paragraaf (b) deur die Minister bepaal aan bedoelde

vereistes of voorwaardes te voldoen, kan die Minister die registrasie van die betrokke skool intrek met ingang van 'n datum deur hom bepaal.

(3) Indien die registrasie van 'n private preprimêre skool ingetrek is, kan die eienaar of beheerliggaam opnuut om registrasie aansoek doen nadat hy die nodige stappe gedoen het om te verseker dat aan die betrokke registrasievereistes of -voorwaardes voldoen word, of dat die omstandighede bedoel in subregulasie (2) (a) verbeter het of uit die weg geruim is, na gelang van die geval.

(4) (a) Indien die registrasie van 'n private preprimêre skool deur die Minister kragtens subregulasie (2) ingetrek is, of 'n appêl na die Minister kragtens artikel 28 van die Wet teen die afwysing van 'n aansoek om registrasie beoog in subregulasie (3), van die hand gewys is, kan die Minister die betrokke eienaar of beheerliggaam gelas om sodanige skool te sluit met ingang van 'n datum deur die Minister bepaal.

(b) Iemand wat kragtens paragraaf (a) gelas is om 'n private preprimêre skool te sluit, en wat weier of versuim om aan die bepalinge van die lasgewing te voldoen, is aan 'n misdryf skuldig en by skuldigbevinding strafbaar met 'n boete van hoogstens R4 000 of met gevangenisstraf vir 'n tydperk van hoogstens twee jaar.

(c) Die bepalinge van paragrawe (a) en (b) is mutatis mutandis van toepassing op die eienaar of beheerliggaam van 'n private preprimêre skool waarvan die registrasie ingevolge die bepalinge van subregulasie (1) verval.

APPELLE NA DIE MINISTER

7. (1) Die Minister moet -

- (a) by die ooreweging van 'n appêl bedoel in artikel 28 van die Wet, die Onderwyshoof se redes bedoel in artikel 24(2) van die Wet asook die appêlgronde bedoel in artikel 28(1) van die Wet, in ag neem; en

(b) binne 'n tydperk van 60 dae na ontvangs van sodanige appèl die appellant skriftelik van sy beslissing in kennis stel.

(3) Die Minister kan, by die oorweging van 'n appèl bedoel in sub-regulasie (1), die appellant of die Onderwyshef versoek om sodanige verdere inligting aan hom te verskaf as wat hy vereis.

EDUCATION AFFAIRS ACT (Act No 70 of 1988)

THE REGULATIONS

REGISTRATION AND SUBSIDISATION OF PRIVATE PRE-PRIMARY SCHOOLS

These regulations should be considered in conjunction with the Report of the Ad Hoc Advisory Committee of the CHE on Pre-primary Education which report to our knowledge has yet to be published. The finalisation of these regulations prior to the publication of this report would be premature and illadvised, if not irregular.

Clause

Comment

Definition "Departmentally controlled pre-primary school" means a private school referred to in Clause 26 of the Act and which not conducted for profit and at which the teaching staff are employees of the Department

Refer to the Natal Ordinance on Pre-primary schools.

Departmentally-controlled pre-primary schools need to be defined specifically so as not to be confused with other subsidised pre-primary schools

Definition The various forms of pre-primary schools need to be defined and we suggest the following clasifications:

State pre-primary school: A pre-primary school which is wholly owned, maintained, equipped and staffed by the Department and at which parents may be required to pay a compulsory tuition levy as determined from time to time

Private pre-primary school: (1) Non-subsidised

A privately owned pre-primary school which is wholly owned, maintained, equipped and staffed by a private individual or organisation and at which a fee may be chargeable at the discretion of the proprietor;

(2) Subsidised

A privately owned pre-primary school which receives a per capita or rental subsidy from the Department in terms of these or other regulations;

(3) Departmentally controlled

A privately owned pre-primary school whose teaching staff are appointed and paid by the Department.

2

We recommend that "Head of Education" be replaced by the "Director" in all instances. The Director has controlled pre-primary schools very satisfactorily in the past ! If this is not legally possible then we recommend that these powers be delegated to the Director

11

2(2)(g)(iii) The medium of instruction need not be a criterion for admission.

Some parents choose to send their child to a school in order to learn the "other language" and provided the governing body is in agreement, the parent should have this freedom of choice. Schools are not always available in some areas which could exclude certain children as well as immigrant children if this rule is applied.

2(2)(j) Redraft to read: "The appointment of any teacher as well as any other person involved in the educational programme at schools other than departmentally controlled schools shall be made by the proprietor and . . . etc.

2(2)(k) ADD the clause: The appointment of any teacher as well as any other person involved in the educational programme at departmentally controlled schools shall be made by the Director ^{in consultation with} on the advice of the governing body.

3 We recommend that "Head of Education" be replaced by the "Director" in all instances. The Director has controlled pre-primary schools very satisfactorily in the past ! If this is not legally possible then we recommend that these powers be delegated to the Director

4 Ditto

4 (3) (a) Provincially controlled pre-primary schools have functioned quite efficiently and effectively to date without Ministerial appointees and we see no necessity for them. The Principal should be an ex officio member of ^{the Governing Body of} any departmentally controlled pre-primary school in any constitution approved under clause 4(3)(f). Other regulations allow for the inspection etc. of private pre-primary schools and this should be sufficient. It would be very difficult and administratively laborious for the Minister to appoint representatives to each departmentally controlled school.

4 (3) (e) The composition of the pupil community should be the responsibility of the governing body as is the case with private schools in the

compulsory phases - therefore delete this clause

4 (4) Add the words " subject to Clause 26 (4) of the Act" which states that existing 'provincially controlled' schools shall continue to exist as 'departmentally controlled' schools.

5 (3) Refer to any recommendations of the ad hoc Advisory Committee on Pre-primary regarding teachers, numbers, etc.

→
5 (3) (c) Pupil teacher ratios should comply with those agreed upon after the recommendations of the ad hoc Committee of the CHE have been considered

5 (3) (d) The salaries and conditions of service of teachers employed by private schools should in no way affect the granting or otherwise of a subsidy. Such conditions are not likely to exceed those of State schools.

312 | 5 (3) (b) It is wishful thinking to believe that all teachers at pre-primary schools are specially qualified for that phase. A significant number of JP trained teachers are posted to and are adequately serving pre-primary schools. These condition would be more onerous than the existing situation at departmentally controlled schools. The training of pre-primary specialists may be affected by the recommendations of the ad hoc Committee of the CHE.

Numbering We recommend a more readable system of numbering for these regulations to make them more readable ! Eg 2 (1) becomes 2, 2 (1) (a) becomes 2 (1), 2 (2) becomes 3, . . etc. to avoid lengthy bracketing of numbers.

November 1988

Sub-committee members:

| | |
|----------------|-----------------------------------|
| Mrs D de Vaal | (Natal Education Department) |
| Mrs C Robinson | (Natal Teachers' Society) |
| Mev E Botha | (Nataalse Onderwysersunie) |
| Mr L A Harris | (PANNO & Natal Education Council) |

KORT VERSLAG: TWEEDE VERGADERING VAN DIE AD HOC-KOMITEE:
PREPRIMÊRE ONDERWYS : 10 MEI 1988

1. Die Raadsverteenwoordigers in die komitee wat op 9 Mei 1988 beskikbaar was, het op daardie datum in Kaapstad bymekaar gekom om voor te berei vir die vergadering op 10 Mei 1988.

Enkele sake is op skrif gestel (kopie aangeheg).
2. Die Raadsverteenwoordigers het tydens die vergadering van 10 Mei 1988 etlike standpunte en aanbevelings met betrekking tot die tweede konsep van die verslag gestel. Die meeste hiervan is aanvaar.
3. Twee sake in besonder is nog nie heeltemal duidelik nie:
 - 3.1 presies wat die finansiële behoefte in verband met die voorsiening van preprimêre onderwys is en
 - 3.2 presies hoe die preprimêre onderwys tans gefinansier word (konflikterende uitsprake word in die verband deur die provinsiale direkteurs van onderwys aan die een kant en die voorsitter van die AOF, aan die ander kant gemaak)

(In verband met 3.1 is onderneem dat die saak aandag sal geniet)
4. Daar is nog nie duidelikheid oor die inhoud van die samevattende memorandum wat moontlik na aanleiding van die verslag aan die KOH, die Minister van Onderwys en Kultuur en die Ministersraad voorgelê sal word nie
5. Die Raad se verteenwoordigers het met die volgende verdere hanteringsprosedure akkoord gegaan:
 - 5.1 die verslag sal in die lig van die besprekings aangepas word deur die sekretariaat
 - 5.2 daarna sal dit aan die lede van die komitee voorgelê word vir kommentaar
 - 5.3 afhangende van die kommentaar wat ontvang word, kan 'n volgende vergadering gereël word of die verslag kan aan die KOH voorgelê word
die komitee sal aanbeveel dat bylae 1 (fasiliteite) na 'n komitee van kundiges verwys word.

FEDERALE ONDERWYSERSRAAD

Kommentaar op die tweede konsepverslag van die Ad hoc-komitee:
Pre-primêre Onderwys

1. Formaat van die verslag

Dit wil voorkom of die verslag in sy huidige formaat nie geskik is as 'n brondokument vir voorlegging aan besluitnemers in hierdie verband soos die KOH en moontlik die Ministersraad van die Volksraad nie.

In die lig hiervan word voorgestel dat die tweede konsep van die verslag wat by die vergadering van 10 Mei 1988 moet dien, as 'n brondokument gefinaliseer word en aangeheg word by 'n kort samevattende verslag waarvan die struktuur hieronder in breë trekke aangedui word. Alternatiewelik kan die konsepverslag gefinaliseer word en kan 'n korter toeliggende memorandum addisioneel daartoe aan die betrokke besluitnemers voorsien word.

Moontlike raamwerk vir 'n samevattende verslag

Die hoofdoelwitte van so 'n samevattende verslag sal wees om aan die besluitnemers 'n duidelike beeld te gee van wat die kern van die problematiek met betrekking tot preprimêre onderwys is, om aan te dui hoe die voorsiening van preprimêre onderwys moontlik in die toekoms hanteer kan word ('n "bloudruk") en watter sake nog ondersoek moet word voordat hierdie ondersoek afgesluit kan word.

Daar word aanbeveel dat 'n samevattende verslag aandag sal gee aan:

X VERTOLKING VAN DIE OPDRAG:

Die komitee het kennis geneem van die opdrag van die KOH soos gestel in die notule van 7 Julie 1987 en het by verdere vertolking van sy opdrag soos in die hoofrubrieke yervat besluit dat in wese ondersoek ingestel moet word na die plek van preprimêre onderwys in die nuwe onderwysvoorsieningstelsel. Daar moet ook in die besonder aandag geskenk word aan die finansieringsprobleme wat daarmee gepaard gaan. Die hele ondersoek moet benader word vanuit die perspektief van die gemanifesteerde opvoedkundiggeverifieerde behoefte aan die preprimêre onderwys.

- X 'n beskrywing van die status quo ten opsigte van die voorsiening van preprimêre onderwys
- X 'n verklaring van die terminologie wat gebruik word (dit sal byvoorbeeld goed wees as daar duidelik uitgespel word wat bedoel word met gesubsidieerde preprimêre en staatsondersteunde preprimêre skole)
- X die probleemstelling: hoewel die regering die behoefte aan preprimêre onderwys aanvaar as opvoedkundig-gefundeerd en dit as erkende onderwys tipeer, is daar nie voorsiening daarvoor in die finansieringsformule nie en is dit ook nie verpligtend nie. Om die preprimêre onderwys wat tans voorsien word en om moontlik in die toekoms uitbouing daarvan te kan bewerkstellig, is dit nodig dat daar besondere aandag aan die finansiering van hierdie onderwysfase gegee sal word. In hierdie verband is dit belangrik dat volledige inligting van al die departemente verkry sal word en in een opsomming (gestandaardiseer) weergegee sal word sodat vasgestel kan word wat die totale besteding aan preprimêre onderwys deur die onderwysdepartemente is, wat die verskillende eenheidskostes is en wat die totale behoefte aan befondsing ten opsigte van preprimêre onderwys is deur ook sake soos inflasie, die besteding deur ander instansies as onderwysdepartemente en die persentasie kinders wat werklik by preprimêre onderwys inskakel, in ag te neem. Daar moet dus 'n werklikheidsgetroue projeksie van die totale finansiële implikasies gemaak word. Daar moet ook duidelike aanbevelings wees oor hoe die Administrasie: Volksraad die benodigde fondse kan genereer.
- X veranderinge sal nie oornag kan bewerkstellig word nie en daar sal 'n buigsame stelsel daargestel moet word, maar die doelstelling sal tog moet wees 'n herstrukturering van die finansieringsmodel van preprimêre skole met 'n geleidelike vermindering van die Staat se rol daarin.
- X die drie modelle wat in die verslag gestel word, moet uitgebou en verfyn word (bv pp 24-25 van die tweede konsepverslag)
- X bepaalde implikasies van die verslag sal eers deur ander komitees ondersoek moet word, bv die vasstel van kwotas vir die opleiding van onderwyseresse vir die preprimêre skool deur die AOO en regsimplikasies deur die AOO

I daar moet een afdeling van die verslag gebruik word vir die konsolidering van die aanbevelings

2. Daar sal duidelikheid moet verkry word oor die wyse waarop die A-waarde aangepas is om preprimêre onderwys te akkommodeer.
3. Sekere besluite van die vorige vergadering is nie in die aangepaste dokumente geïmplementeer nie (bv die beskrywing van die kwalifikasies wat vereis sal word vir permanente aanstelling in hierdie sektor.
4. Terminologie sal gestandaardiseer moet word (vgl bl bl 2 e v)
5. Daar moet gewaak word daarteen om die idee van 'n brugperiode heeltemal te laat verval aangesien preprimêre onderwys veel kan doen om die behoefte daaraan te ondervang en dit moontlikhede ten opsigte van finansiering open.
6. Bylae 1 behoort deur 'n spesialiskomitee hanteer te word.

AD HOC-KOMITEE: PREPRIMÊRE ONDERWYS:

VORDERINGSVERSLAG

1. Die komitee het op 19 Mei 1988 in Pretoria vergader en besluit om die verslag aan te pas en aan lede voor te lê vir oorweging. Die verslag word daarna aan die KOH voorgelê waarna 'n uittreksel moontlik vir die Minister gemaak sal word.

Lede van die komitee het nou die verslag ontvang met 'n versoek om voor of op 30 Junie 1988 skriftelike kommentaar daarop aan die voorsitter, dr F L Kucetze, te voorsien.

2. Hieronder volg aanbevelings soos in die bogenoemde verslag vervat:

- 2.1 Die owerheid se betrokkenheid by preprimêre onderwys:

Daar word aanbeveel dat -

- (1) die riglyne waarvan akkommodasie moet voldoen soos in bylae 1 uiteengesit, deur 'n kundige ad hoc-komitee verfyn moet word;
- (2) tydens die beplanning van akkommodasie vir preprimêre onderwys aan die verskafte soos in bylae 1 uiteengesit en verfyn is, voldoen moet word;
- (3) akkommodasie by primêre skole wat nie deur skole benodig word nie aan private preprimêre skole beskikbaar gestel word teen 'n nominale/markverwante huur of gratis op bepaalde voorwaardes;
- (4) private instansies self verantwoordelik moet wees vir die oprigting van preprimêre fasiliteite volgens die voorskrifte van die Departement; en
- (5) die brugperiode nie oorweeg word as deel van preprimêre onderwysvoorsiening nie.

- 2.2 Die voortbestaan van preprimêre skole as volle staatskole en die moontlikheid om staatspreprimêre skole in staatsondersteunde preprimêre skole te omskep:

Die komitee beveel aan dat -

- (1) die status quo ten opsigte van onderwyspersoneel behou word; en

- (2) vir die doel van hierdie verslag 'n provinsiaal beheerde preprimêre skool en 'n staatsondersteunde preprimêre skool as dieselfde geag word en alhoewel daar voorsiening vir 'n provinsiaal beheerde preprimêre skool in die Konsepwetsontwerp op Onderwysaangeleenthede gemaak is, 'n sterker statutêre basis in die Wet ingebou moet word op dieselfde grondslag as wat geld vir skole vir Buitengewone Onderwys.

2.3 Personeelvoorsiening:

Paragraaf 6.2(1) lui as volg:

Daar bestaan tans sekere verskille tussen die provinsiale onderwysdepartemente ten opsigte van die voorsiening van personeel vir preprimêre onderwys, nl.

(a) Transvaal

| Vermeerdering | | Vermindering | |
|---------------|-----------|--------------|-----------|
| Inskrywing | Personeel | Inskrywing | Personeel |
| tot 20 | 1 | tot 15 | behou 1 |
| 24 | 2 | 20 | behou 2 |
| 46 | 3 | 40 | behou 3 |
| 68 | 4 | 60 | behou 4 |
| 89 | 5 | 80 | behou 5 |
| 111 | 6 | 100 | behou 6 |

- (j) 'n Ietwat ruimer toekenning kan oorweeg word vir klasgroepe wat uit 3- en 4-lesse bestaan, waar skole addisionele fondse daarvoor kan genereer.

Die komitee kom tot die gevolgtrekking dat -

- (1) die volgende tabel aanvaarbaar is vir personeeltoekenning:

| Number of posts | Enrolment | Minimum enrolment for retention of number of posts |
|-----------------|--------------------------|--|
| Principal | 25 | 21 |
| Principal + 1 | 25 + waiting list of 25 | 46 |
| Principal + 2 | 50 + waiting list of 25 | 67 |
| Principal + 3 | 75 + waiting list of 25 | 88 |
| Principal + 4 | 100 + waiting list of 25 | 109 |
| Principal + 5 | 125 + waiting list of 25 | 130 |

2.4 Opleiding van opvoeders

Daar word aanbeveel dat -

- (1) die moontlikheid van 'n geïntegreerde opleidingstruktuur waardeur persone kan kwalifiseer om onderrig in beide die preprimêre en junior primêre onderwysfase te ges ondersoek word; en
- (2) ondersoek ingestel word om voorsiening te maak vir beurstoekenning en afwerking in private preprimêre skole.

2.5 Privatisering van preprimêre onderwys

Daar word aanbeveel dat -

- (1) die moontlikheid dat bydraes tot trustfondse vir preprimêre onderwys belastingaftrekbaar kan wees, ondersoek word; en
- (2) die regsaanspreeklikheid van die hoof van 'n primêre skool in geval waar 'n preprimêre skool op die terrein gestig word, deur 'n toepaslike advieskomitee ondersoek word.

2.6 Wetlike implikasies

- 9.2 (1) In die lig van die Wetsontwerp op Onderwysaangeleenthede kom die Komitee tot die gevolgtrekking dat hierdie aangeleentheid na 'n toepaslike advieskomitee verwys moet word om vas te stel in hoe 'n mate bestaande wetgewing en regulasies soos in par. 9.1(3)(d) aangedui, vervang word en nuwe implikasies meebring; en
- (2) per konsepregulasies in die Konsepwet op Onderwysaangeleenthede voorsiening vir kategorieë van privaat-ge subsidieerde skole gemaak moet word.

Die Komitee beveel aan dat die aangeleenthede in par 9.2 deur 'n toepaslike advieskomitee ondersoek word.

2.7 Kontrolestelsel

Daar word aanbeveel dat -

- (1) finansiële kontrole deur die Bestuursliggaam hanteer word en die state geouditeer word sodat die betrokke departement jaarliks van 'n geouditeerde staat van inkomste en uitgawe voorsien kan word; en
- (2) die kontrolestelsel ten opsigte van opvoedkundige programme in die hande van die provinsiale onderwysdepartemente gelaat word.

2.8 Opvoedkundige program:

11.1 Beredenering

At no time should formal instruction be given. The preprimary programme should make provision for the following basic underlying components which should be in accordance with a flexible but well-structured time-table.

- (1) Religious and ethical development
- (2) Stimulation and promotion of language development
- (3) Aesthetical development by means of music, creative art and movement
- (4) Physical development and general health
- (5) Perceptual development
- (6) Development of Gross-motor and Fine motor skills
- (7) Development of healthy emotional adjustment
- (8) Development of social skills

- (9) Intellectual stimulation and cognitive becoming
- (10) Cultural enrichment
- (11) Acquisition of a positive self-image
- (12) Acquisition of a positive attitude towards work and motivation to achieve
- (13) Normative becoming

Such a programme should be viewed as a basic framework and each education department should be permitted to develop each of the above sections accordingly. A variety of equipment and apparatus should be utilized to implement the various aspects of the above programme. The playground should be seen as an extension of the classroom and it is here that the child can become engaged in non-directed individual and small group activities. Appropriate play apparatus must be provided.

Aanbeveling -

Daar word aanbeveel dat die komponente genoem in par. 11.1 deel vorm van 'n basiese raamwerk van die opvoedkundige program wat by preprimêre skole aangebied word.

2.9 Uitskakeling van onnodige verskille:

Aanbeveling

Dat die aanvaarding van die vernaamste aanbevelings van hierdie verslag, sowel as die aanname van die Wetsontwerp op Onderwysaangeleenthede beskou word as eerste stappe in die uitskakeling van onnodige verskille.

VERDERE VERSLAG

VAN DIE

AD HOC-KOMITEE

INSARE

PREPRIMÊRE ONDERWYS

VERDERE VERSLAG VAN DIE AD HOC-KOMITEE INSAKE PREPRIMÊRE ONDERWYS

1. OPDRAG

By par. 47.36(2) van die KOH-notule van 10 Augustus 1988 besluit die KOH "om die verslag na die ad hoc-komitee terug te verwys ten einde die moontlikhede van die uitfasering van die subsidiëring te ondersoek en versoek dat die aanbevelings in die verband op 1 September 1988 voor die KOH moet dien."

Die voorsitter word ook versoek om die aanbevelings by die verskillende afdelings saam te vat in een dokument.

2. VERTOLKING VAN DIE OPDRAG

Die tweeledige opdrag sal soos volg hanteer word:

- 2.1 'n Samevattende ordening van die aanbevelings van die ad hoc-komitee se verslag is gedoen onder die opskrifte "akkommodasie, finansies, opleiding, opvoedkundige programme, personeelvoorsiening en statutêre aspekte" en word as Bylae I hierby aangeheg.
- 2.2 Die komitee vertolk dit dat die aanbeveling (1) by par. 5.7 van die verslag wat handel oor die status quo ten opsigte van onderwyspersoneel vir die KOH nie aanvaarbaar is nie vanweë die nie-beskikbaarheid van fondse en dat riglyne neergelê moet word vir die uitfasering van salarissubsidies aan provinsiaal-beheerde preprimêre skole/privaatskole waar salarisse van onderwysers betaal word sowel as dié van onderwysers in departementele skole of klasse. In die beredenering wat volg, word slegs hierdie aspek aangespreek.

3. BEREDENERING

- 3.1 Preprimêre onderwys is nie verpligte onderwys nie, maar is 'n erkende vorm van onderwys wat oor 'n periode van ongeveer 50 jaar in die RSA sy beslag gekry het. Sedert 1933 het onderwysdepartemente 'n groter betrokkenheid daarby, is fondse bewillig vir die uitbreiding daarvan, is onderwysersopleiding onderneem, opvoedkundige programme op 'n gesonde grondslag geplaas en preprimêre onderwys op bestendige wyse uitgebou

- 3.2 Uit die tabelle van die ad hoc-komitee se verslag blyk dit dat die volgende bedrae vir die totale Departement (uitgesonderd buitengewone onderwys) in die verskillende kategorieë bestee word:

| <u>VORM VAN</u> <u>FINANSIERING</u> | <u>BEDRAG</u> | <u>LEERLINGE</u> <u>BETROKKE</u> |
|---|--------------------|-------------------------------------|
| Volle subsidie/ staatskole | R19 370 789 | 15 647 |
| Vergoeding van personeel/Privaat= skole | R32 778 195 | 25 584 |
| Per capita-subsidie | R 1 403 089 | 13 487 |
| TOTAAL | <u>R53 552 073</u> | <u>54 718</u> |

Die totale bedrag vir die onderskeie provinsiale komponente is soos volg:

| <u>PROVINSIE</u> | <u>LEERLINGE</u> | <u>BEDRAG</u> | <u>KOSTE PER</u> <u>LEERLING</u> |
|------------------|------------------|--------------------|-------------------------------------|
| TOD | 25 482 | R17 753 568 | R 697 |
| KOD | 14 268 | R16 951 438 | R1 188 |
| NOD | 9 432 | R13 406 067 | R1 421 |
| OVSOD | 5 536 | R 5 441 000 | R 983 |
| TOTAAL | <u>54 718</u> | <u>R53 552 073</u> | <u>R 979</u> |

- 3.3 Die huidige per capita-toekennings deur die departemente is soos volg vasgestel:

- (a) Belasbare inkomste onder R3 000 p.j. - R125 p.j.
- (b) Belasbare inkomste R3 000-R5 000 p.j.- R105 p.j.
- (c) Belasbare inkomste bo R5 000 - R 85 p.j.

Hierdie toekenningsbedrae is verouderd en onrealisties en kan onder huidige omstandighede moeilik geregverdig word.

- 3.4 Die heffing wat ouers aan 'n private preprimêre skool betaal, is tot krediet van die skool, terwyl die heffings wat ouers aan departementele skole betaal, in die Staatsinkomstefonds gestort word en nie as inkomste ten bate van preprimêre onderwysvoorsiening verreken kan word nie.
- 3.5 Die getal onderwysers wat op die diensstate van die onderwysdepartemente is en dus ten volle salaris=gesubsidieer is, is soos volg:

| <u>PROVINSIE</u> | <u>GETAL</u> |
|------------------|--------------|
| TOD | 680 |
| KOD | 654 |
| NOD | 452 |
| OVSOD | 173 |
| | <hr/> |
| TOTAAL | 1 959 |
| | <hr/> |

- 3.6 Die uitfasering van soveel onderwysposte sal na verwagting, onder meer, die volgende uitwerking hê:
- 3.6.1 Bestaande skole sal aansienlike bedrae bykomende fondse moet genereer om aan hierdie onderwysers dieselfde salarisse en diensvoordele te gee.
- 3.6.2 Onderwysers aan hierdie skole sal aansienlik minder betaal moet word met weinig diensvoordele; of skole mag ophou om te bestaan vanweë ontoereikende finansies.
- 3.6.3 Skole in minder goeie woonbuurtes waar preprimêre onderwys dikwels 'n noodsaaklike diens is, mag moontlik die eerste in die slag bly met ernstige sosio-ekonomiese implikasies.
- 3.6.4 'n Emosionele reaksie van die kant van die ouers, die onderwysers en die algemene publiek kan verwag word.
- 3.6.5 Die opleiding van onderwysstudente vir hierdie fase kan ernstig in gedrang kom. Swak besoldiging met beperkte diensvoordele sal veroorsaak dat studente hulle nie vir opleiding sal aanmeld nie. Terugwerk van beursverpligtinge raak problematies indien 'n beurspligtige nie op die diensstaat van 'n departement is nie.

- 3.7 As gevolg van inkortings word dit deur die onderwys= departemente ervaar dat hulle die volle subsidiëring van preprimêre onderwysers se salarisse nie langer kan dra nie aangesien dit geskied ten koste van ander noodsaaklike dienste binne die sektor van verpligte onderwys. 'n Besluit waardeur hierdie groot groep onderwysers van die diensstate van onderwysdepartemente verwyder word, sal ruim tyd moet laat vir 'n doeltreffende reorganisasie binne die departemente en ook binne die skole. 'n Uitfaseringstydperk waarvoor oorbruggingsfinansiering beding moet word, mag moontlik die enigste wyse wees waarop 'n doeltreffende oorgang bewerkstellig kan word.
- 3.8 Die volgende uitfaseringsmoontlikhede kan oorweeg word:
- 3.8.1 Onderwyseresse wat tydelik aangestel is se salaris= subsidie verval op 'n bepaalde datum en alle ander gesubsidieerde poste se subsidie word gestaak wanneer dit vakant raak. Onder hierdie faseplan sal onderwys= departemente genoodsaak wees om nog vir etlike jare oorbruggingsfinansiering te voorsien uit eie fondse of uit addisionele fondse waarvoor daar beding moet word.
- 3.8.2 'n ~~Drastiese~~ uitfaseringsplan wat oor 'n korter periode staatsubsidies onttrek, sal soos volg kan verloop:
- (1) Tydelike poste van preprimêre onderwyseresse word afgeskaf (subsidies gestaak) op 31 Desember 1989.
 - (2) Permanente poste wat voor genoemde datum vakant raak, word slegs tydelik gewo en verval op 31 Desember 1989.
 - (3) Permanente poste wat na 1 Januarie 1990 vakant raak, verval onmiddellik. Skole met een of meer oorblywende permanente poste wat nie vakant raak nie, skaf jaarliks op 31 Desember een pos af beginnende by 31 Desember 1990. Die finale uitfaseringsdatum vir alle poste is 31 Desember 1992.
 - (4) Alle per capita-toekennings staak op 31 Desember 1989.

- 3.8.3 As oorbrugging kan provinsiale onderwysdepartemente dit oorweeg om soos poste uitfaseer, dit beskikbare fondse 'n meer realistiese per capita-subsidie aan private skole te bewillig. Die volgende glyskaal is 'n moontlikheid:

| | | | |
|-----------------------|------------------------|-------------|-----------|
| Belaagbare inkomste : | R15000 | R20000 p.j. | R100 p.j. |
| | : R10000 - R15000 p.j. | - R150 p.j. | |
| | : onder R10000 | - R200 p.j. | |

Die totale koste ten opsigte van 'n per capita-subsidie bereken op huidige getalle, sal vir al die provinsiale komponente saam uiteindelik wissel tussen R5 471 000 en R10 943 000 in vergelyking met die huidige R53 552 073.

- 3.9 Beurspligtige onderwysers behoort by die afskaffing van hulle betrekkings, van verdere beursverpligtinge vrygestel te word. Diensdoende onderwysers wie se poste afgeskaf word, behoort op die normale wyse in aanmerking te kom vir oortolligheidsvoordele. —
- 3.10 Aangesien preprimêre onderwys volgens die voorgaande uitfaseringsmoontlikhede uiteindelik in die hande van privaatinisiatief sal wees en daar nie meer departementele poste sal wees nie, sal oorweeg moet word of beurse vir die opleiding van preprimêre onderwyseresse beskikbaar gestel kan word.
- 3.11 Privaat- sowel as departementele skole waarvan die onderwyseresse se salarisse betaal word, sal minstens een jaar vooruit kennis moet kry van 'n veranderde reëling.

4. GEVOLGTREKKING

- 4.1 Omdat die subsidieformule geen voorsiening maak vir enige befondsing van preprimêre onderwys nie, word tot die gevolgtrekking gekom dat geen vorm van subsidie oorweeg kan word nie - selfs ook nie 'n per capita-subsidie nie. Daar word nogtans geoordeel dat so 'n subsidie as oorbrugging kan dien.
- 4.2 By die verskillende provinsiale onderwysdepartemente word tans aansienlike bedrae bestee aan preprimêre onderwys. By NOD en KOD is dit relatief hoog en geen heffings wat ouers betaal, word tot direkte voordeel van die departemente inbetaal nie.

- 4.3 Die uitfasering van die ongeveer 1959 onderwysposte het verreikende implikasies vir die onderwysers, ouergemeenskappe en preprimêre onderwysvoorsiening. Die nodige tyd moet gelaat word vir 'n geleidelike uitfasering van salarissubsidies en oorbruggingsfinansiering mag vereis word.

- 4.4 Moontlike uitfaseringsplanne is onder par. 3.8 bespreek.

5. PERSONEELIMPLIKASIES

Vir preprimêre skole en die onderwysers wat daarby betrokke is, kan daar verreikende gevolge wees soos aangedui onder par. 3.6.

6. FINANSIËLE IMPLIKASIES

Die finansiële laste sal algaande van die departemente oorgaan na die ouers en privaatinstansies. Preprimêre onderwyseresse sal aangewese wees op salarisse en diensvoordele wat hulle met beheerrade kan beding.

7. WETLIKE IMPLIKASIES

Geen.

8. ANDER DEPARTEMENTE WAT GERAAK WORD

Geen.

9. AANBEVELINGS

Daar word aanbeveel dat -

- 9.1 die uitfaseringsplan soos uiteengesit onder par. 3.8.2 aanvaar word;
- 9.2 vanaf 1 April 1990 'n per capita-subsidie beskikbaar gestel word aan preprimêre skole waar poste uitgefaseer is, vir dié leerlinge wat DOK (Volksraad) se verantwoordelikheid is, volgens die riglyne neergelê in par. 3.8.3;
- 9.3 fondse bewillig word vir 'n beperkte getal studietoekennings vir die res van hulle opleiding aan studente wat hulle eerste studiejaar aan 'n departementele opleidingsinrigting suksesvol voltooi het;

- 9.4 onbenutte departementele geboue aan privaatinstansies beskikbaar gestel word onder die voorwaardes soos aangedui onder par. 8.1.4 van die ad hoc-komitee se verslag ten einde uitgawes aan akkommodasie vir private organisasies te beperk;
- 9.5 beurspligtige onderwysers wat oortollig raak, van verdere beursverpligtinge vrygestel word;
- 9.6 preprimêre skole/klasse minstens 'n jaar vooruit kennis gegee word van die uitfaseringsplan.

SAMEVATTING VAN DIE AANBEVELINGS VAN DIE AD HOC-KOMITEE
OOR PREPRIMÊRE ONDERWYS

1. AKKOMMODASIE

- 1.1 Dat die ad hoc-komitee se riglyne waaraan preprimêre akkommodasie moet voldoen deur 'n kundige komitee verifiseer word en die beplanning van toekomstige akkommodasie aan hierdie vereistes moet voldoen. (par. 3.7(1) en (2)).
- 1.2 Dat akkommodasie by primêre skole wat nie deur die skole benodig word nie, aan private preprimêre skole beskikbaar gestel word teen 'n nominale/markverwante huur of gratis op bepaalde voorwaardes soos goedgekeur deur KOH op 9 Junie 1987 en soos vervat in die ad hoc-komitee se verslag par. 8.1(4). (par. 3.7(3)).
- 1.3 Dat private instansies self verantwoordelik moet wees vir die verdere inrigting/oprigting van die preprimêre fasiliteite volgens die voorskrifte van die Departement (par. 3.7(4)).
- 1.4 Dat die regs aanspreeklikheid van die hoof van 'n primêre skool in die geval waar 'n preprimêre skool op die terrein gestig word, deur 'n toepaslike advieskomitee ondersoek word. (par. 8.7(2)).
- 1.5 Dat 'n toepaslike komitee sal ondersoek instel of die Wetgewing en regulasies waarvolgens geboue en grond aan privaatinstansies voorsien kan word, moontlik gewysig is. (par. 9.2)

2. FINANSIES

- 2.1 Dat die status quo ten opsigte van onderwyspersoneel behou word: (par. 5.7(1)).
- 2.2 Dat die moontlikheid dat bydraes—tot trustfondse vir preprimêre onderwys—belastingaftrekbaar kan wees, ondersoek word. (par. 8.7(1)).
- 2.3 Dat die moontlikheid om per konsepregulasies in die Wet op Onderwysaangeleenthede voorsiening te maak vir kategorieë privaat-gesubsidieerde skole, ondersoek word. (par. 9.7)

- 2.4 Dat finansiële kontrole deur die bestuursliggaam van 'n preprimêre skool hanteer word en die state geouditeer word sodat die betrokke departement jaarliks van 'n geouditeerde staat van inkomste en uitgawe voorsien kan word. (par. 10.7(1)).

3. OPLEIDING

- 3.1 Dat die moontlikheid van 'n geïntegreerde opleiding=struktuur waardeur persone wat kwalifiseer om onderrig in beide die preprimêre en junior primêre onderwysfase te gee, ondersoek word. (par. 7.7(1)).
- 3.2 Dat ondersoek ingestel word om voorsiening te maak vir beurstoeckenning en -afwerking in private pre=primêre skole wat nie salarisgesubsideer word nie. (par. 7.7(2)).

4. OPVOEDKUNDIGE PROGRAMME

- 4.1 Dat formele onderrig in geen stadium aangebied mag word nie, maar dat die preprimêre program voorsiening behoort te maak vir die volgende basiese onderliggende komponente wat in ooreenstemming moet wees met 'n buigsame maar goedgestruktureerde rooster:

- (1) Godsdienstige en etiese ontwikkeling.
- (2) Stimulering en bevordering van taalontwikkeling.
- (3) Estetiese ontwikkeling deur musiek, beeldende kunste en beweging.
- (4) Fisiese ontwikkeling en algemene gesondheid.
- (5) Perseptuele ontwikkeling.
- (6) Ontwikkeling van growwe motoriese vaardighede en fyn motoriese vaardighede.
- (7) Ontwikkeling van gesonde emosionele aanpassing.
- (8) Ontwikkeling van sosiale vaardighede.
- (9) Intellektuele stimulasie en kognitiewe wording.
- (10) Kulturele verryking.
- (11) Kweek van 'n positiewe selfbeeld.
- (12) Kweek van 'n positiewe gesindheid teenoor werk en motivering tot prestasie.

- 4.2 Dat die kontrolestelsel ten opsigte van opvoedkundige programme in die hande van die provinsiale onderwysdepartemente gelaat word.

5. PERSONEELVOORSIENING

- 5.1 Dat die volgende tabel aanvaar word vir toekomstige personeeltoekenning:

| Getal poste | Inskrywing | Minimuminskrivings vir behoud van getal poste |
|---------------|---------------------|---|
| Skoolhoof | 25 | 21 |
| Skoolhoof + 1 | 25 + waglys van 25 | 46 |
| Skoolhoof + 2 | 50 + waglys van 25 | 67 |
| Skoolhoof + 3 | 75 + waglys van 25 | 88 |
| Skoolhoof + 4 | 100 + waglys van 25 | 109 |
| Skoolhoof + 5 | 125 + waglys van 25 | 130 |

(par. 6.7(1)).

- 5.2 Dat slegs onderwysers met goedgekeurde professionele onderwyskwalifikasies of sodanige onderwyskwalifikasies wat deur die onderwyshoof aanvaarbaar is, op 'n permanente basis in skole aangestel word. (par. 6.7(2)).

6. STATUTÊRE WYSIGINGS

- 6.1 Dat 'n provinsiaal beheerde preprimêre skool en 'n staatsondersteunde preprimêre skool as dieselfde geag word en alhoewel daar voorsiening in die Wet op Onderwysaangeleenthede gemaak is, daaraan 'n duidelike statutêre erkenning (by wyse van regulasies) verleen sal moet word. (par. 5.7(2)).

7. VERSKILLE

- 7.1 Dat die aanvaarding van die vernaamste aanbevelings van die verslag, sowel as die aanname van die Wet op Onderwysaangeleenthede beskou word as eerste stappe in die uitskakeling van onnodige verskille. (par. 12.7).

Paul.

- ① This is the report which we have managed to get off the table. The earlier report (number 3) is back - it contains a variety of alternatives.
- ② You may be interested in some of the statistics in pages 2/3 as they relate to the NED.
- ③ The formula consists of 7 units, all acceptable if use is going to be made of a formula. This formula is equally applicable to all departments in SA, hence the state is able to say that it is funding all education on an equal basis BUT there is a factor built in in front of the formula as applied to the different population groups.
eg. factor \times Formula - the same for everyone

This factor in white education was enhanced to include pre-primary education and private schools' subsidy. I'll give you more detail if you want it.

CONFIDENTIAL

PLEASE

Annexure 55
FedPASA, (1988)

FEDERATION OF
PARENTS' ASSOCIATIONS
OF SOUTH AFRICA

FEDERASIE VAN
OUERVERENIGINGS
VAN SUID AFRICA

P O Box/Posbus 1131 DURBAN 4000

Tel: (031) 304 7641

23rd August 1988

Dr F L Knoetze
Deputy Director of Education
Cape Education Department
P O Box 13
8000 CAPE TOWN

Dear Dr Knoetze,

PRE-PRIMARY EDUCATION REPORT

As promised prior to our departure from the ad hoc committee meeting on Monday 22nd August, we would like to put in writing our standpoint on certain issues to avoid any misunderstanding.

Firstly, as the Federation of Parents' Associations of South Africa (FedPASA) we would like to express its appreciation for the invitation to join this ad hoc committee. We also appreciate the amount of time and effort put into the business of the committee by its members and by yourself in particular.

FedPASA is aware of the following:

- * The right of the Committee of Heads of Education (CHE) to appoint ad hoc committees to investigate and give advice on particular issues from time to time;
- * There is a shortage of funds for education;
- * The provincial Directors of Education are working under severe financial stress which filters through to the parent community;
- * Pre-primary education is not compulsory;
- * Pre-primary education is not available, for various reasons, to all children in the White community, not to mention other race groups;

FedPASA notes that:

- * The Report of the ad hoc Committee on Pre-primary Education dated 10th May 1988 was rejected or at least referred back to the ad hoc committee because it "did not go far enough" or because the initial brief was not clear enough;
- * The impression is gained that the CHE has already taken a decision to de-subsidise pre-primary education;
- * FedPASA regards such a decision as a political decision and therefore the responsibility of the Minister;
- * To our knowledge, no such decision has been made publicly or even privately within the Department.

FedPASA supports the recommendation of the original ad hoc committee report, to which we were party, regarding the maintenance of the status quo in the allocation of teachers to pre-primary education.

FedPASA cannot, on the information available to it, support the de-subsidisation of pre-primary education for the following reasons:

- * pre-primary schools would either disappear completely or be reduced to a system of educationally ineffective day care centres;
- * a nucleus of effective pre-basic education would be lost;
- * pre-primary education would be lost to those who need it most, namely the socio-economically disadvantaged sectors of our community;
- * any future contribution which White Own Affairs education might make to other groups, particularly the Blacks where pre-basic education is most needed, would be forfeited;
- * the school readiness of our children would suffer;
- * in the medium to long term the need for and the cost of remedial education could increase;
- * the quality of teaching would suffer due to the lower salaries which private schools would be forced to pay in order to survive;
- * the recruitment of pre-primary teachers would dwindle to nothing;

and after all this

- * the saving generated would be less than 1,5% of the annual Own Affairs education budget of R 3,6 billion.

FedPASA believes that a decision needs to be taken based on the implications of the de-subsidisation of pre-primary education relative to the possible saving. The maximum saving would be in the vicinity of R 50 mil (1,5% of the education budget) relative to the total ineffectiveness of pre-primary education.

If the CHE feels that the implications of de-subsidisation have not been fully investigated or reported upon, then FedPASA would be more than willing to contribute as best we can.

FedPASA is not aware of the activities and recommendations of other committees regarding possible financial cut backs and we are concerned that the financial problems in education appear to be addressed on an ad hoc basis and with a certain amount of political expediency. We fear that the departure of effective pre-primary education might be yet another furrow in the erosion of education standards from which our children have been suffering.

If and when a decision and statement has been made by the Minister, FedPASA would be prepared to "negotiate" the most equitable method of de-subsidising pre-primary education bearing in mind the substantial investment which parents have already made to this phase. Any participation prior to such a decision would appear to make us party to the decision and this would be contrary to the mandate of our already sensitive pre-primary parent membership.

At this stage we intend to maintain the confidentiality of the ad hoc committee in respect for the CHE and the ad hoc committee.

We request that this letter be forwarded to the CHE, and the Minister if necessary, so that our non-participation in the latter part of Monday's meeting is seen in its full perspective.

Thank you once again for your sympathetic and effective chairmanship of the ad hoc committee meetings and we look forward to further involvement in this and other issues.

Yours sincerely,



L A HARRIS
Vice Chairman
for
H B KRUGER
Chairman

STATEMENT TO MEMBERS

Annexure 56a

NTS, (1989a)

A delegation from the Natal Teachers' Society and NOU with the Director of Education for over 3 and a half hours on Thursday 5 October.

The Director of Education informed us that he is likely to have to reduce the teaching establishment at post level 1 by the equivalent of 200 posts at the end of this year. He indicated that no decision had yet been reached on how this would be done.

It appears probable that a large proportion of the cuts will be effected in the pre-primary phase.

Other areas in which cuts can be made have also been investigated. These include uneconomical units in music schools, the re-organisation of remedial education, minor changes to the teacher ration in schools and cuts to the quota of teachers on leave. Also under consideration is the position of colleges of education.

The Natal Teachers' Society expressed grave concern at proposals to cut back on pre-primary education. We cannot overlook the fact that in South Africa the demand and need is greatest at the pre-primary level. The expansion of the pre-primary phase should be a government priority.

The Natal Teachers' Society also opposed the closure of colleges of education.

We strongly contested the suggestion that Natal can support only one college of education. Opening colleges such as Edgewood to all races could generate a considerable inflow of funds from the private sector and other government departments.

The colleges would then be fully utilised and the supply of urgently needed teachers would be increased. The NTS expressed its opposition to the sort of rationalisation which means the closure of schools and colleges. This country already has a desperately short supply of school and college places.

The NTS made several positive suggestions for saving money within education. In addition to those above these included considering the certification of pupils at the end of the period of compulsory education and the release of teachers doing military service.

We expressed to the Director our concern that the problems of South African education seem to be considered only in the light of own affairs. This blinkers our ability to solve these problems and to take into account the broader perspective of needs and available funding.

The NTS made clear to the Director that we cannot accept that the reduction of the number of posts takes place on an absolutely ad hoc basis and at a little more than one months notice.

1989-10-20 09:53 NATAL NEWSPAPERS 031 3045530 P.02

REPLY TO SUNDAY TRIBUNE RE: CUTBACK OF TEACHERS

The replies to your questions must be read in conjunction with the attached document entitled "Report on staffing cuts in N.E.D. 1990".

1

The attached comment shows that the Department has no option but to consider extensive cutbacks in teacher provision for pre-primary schools. These cutbacks will not affect smaller schools. In many cases parents might decide to employ an extra teacher at their own expense. It is pointed out, however, that the proposed ration will still make better provision for pre-primary schools in Natal than elsewhere.

The present staffing cutback and the introduction of a possible system involving per capita subsidies and privatisation of pre-primary schools are not linked. The Committee of Heads of Education is still considering a report from a sub-committee appointed to investigate the whole matter of the provision of pre-primary education within the Department of Education and Culture: House of Assembly.

No finality has yet been reached on the actual number of posts that need to be saved or on how the teachers concerned will be selected. It will be necessary to identify the schools where cuts are to be made and determine the staffing position after any resignations are received before any further decisions are taken.

This will depend on the investigations mentioned in 3.

Please refer to the accompanying document in which it is stated that decisions are taken on the number of full-time equivalents and not on the number of posts on the establishment.

The Department is aware that the Natal Teachers' Society holds this view. However, two points must be borne in mind. Firstly, the formula, in addition to determining the amount of money to be allocated to each Department, also indicates the number of full-time equivalents that the Department may employ. Secondly, over 82% of the funds made available to the Natal Education Department go to salary and salary-related matters. Thus, savings in other areas are unlikely to be significant enough to avoid cutting back on the number of teachers - even if this were possible.

This is a political matter on which the Director of Education cannot comment.

DIRECTOR OF EDUCATION

REPORT ON STAFFING CUTS IN N.E.D. 1990

On 5 October 1989 the Director of Education in Natal met the executive committees of the two teachers' societies to announce that it had become necessary to reduce the professional staff of the Natal Education Department by about 200 posts as from January 1990. At that time no decisions had been taken on how this was to be done, but the Department identified areas where cuts could possibly take place, and these were discussed.

Subsequently the Director made a statement to this effect, which has been severely criticised by the N.T.S. and in the press. Amongst other accusations, which boil down to charges of faulty planning, the Department has been accused of opposition to the concept of pre-primary education by proposing that the major cuts should be in this school phase, of insensitivity to the shortage of teachers in the country as a whole by suggesting rationalisation in the area of teacher training, of lack of concern for remedial and special education by suggesting that this is an area that could be considered, of indifference towards the rights of teachers by proposing that fewer teachers should be allowed to take long leave each term. In addition it is remarked that the head offices in Pietermaritzburg and Pretoria have mushroomed at the expense of the schools, and that money that could be used for teachers' salaries is wasted on unnecessary flights to and from Pretoria, together with wastage of money on the building of training colleges and schools that stand half empty.

It is necessary to reply to these charges to enable the public to understand the issues involved.

In the first place, neither the Natal Education Department nor the Department of Education and Culture in the House of Assembly makes policy regarding the provision of education. All such decisions in this country are taken at a political level by the Government, which also provides the necessary funding. The function of the education departments is to carry out the policy of the Government of the day. When the Natal Provincial Council controlled and financed education through provincial taxation which it was empowered to levy, it levied higher taxes than other provinces partly in order to fund a lower pupil:teacher ratio than was applied elsewhere. Despite the loss of powers of taxation, and attempts to co-ordinate educational provision, the staffing position in Natal has remained more favourable than in the other provinces. This has resulted largely from the difficulties experienced in staff reduction in the small primary schools built in Natal during the last 25 years.

Secondly, the adoption of the new constitution, which resulted in the establishment of the Department of Education and Culture: House of Assembly, which centralised the provision of education for whites, and the present Government's decision to work rapidly towards a uniform system of funding education for all groups, are

political decisions, over which this Department has no control. The latter decision, which is wholeheartedly supported, taken together with the financial difficulty in which the country finds itself, must inevitably result in less money being available for white education in Natal, than previously.

Thirdly, since about 82% of the total financial allocation to the Natal Education Department is spent on salaries (i.e. the whole salary package, including pension and medical aid contributions, and the like), it is clear that major savings can take place only in this area.

The de Lange report indicated that if, by the year 2020, compulsory education was to be provided for all children in the country, even for only six years, a pupil:teacher ratio of 30:1 would be the most the country could afford. The pupil:teacher ratio in Natal Schools is in the order of 21:1.

Clearly, the Government could not contemplate dismantling the sophisticated system of education for whites, yet it could not afford to fund all education departments at the same level. Therefore, a formula for funding education was devised, based on pupil numbers and a pupil:teacher ratio of 30:1. However, since funding for white education has, for historical reasons, been far more generous than this, it was decided that these departments would have to work towards this level over a period of time, and a factor was introduced into the formula to provide for this to occur in stages.

The formula itself has caused difficulties. In the first place only pupils who are legally entitled to attend schools in the statutory school phases are taken into account. This excludes pre-primary pupils who have not reached the minimum school-going age. It does not, however, exclude pupils over the minimum school-leaving age because the law makes provision for them to remain at school. Secondly, the formula not only generates the amount of money to be allocated to each department, but it also generates the number of teachers (CS educators) the department is entitled to employ. This also has caused confusion since, whereas the formula refers to full-time equivalents, most documents refer to teaching posts. There is a difference between the two, for the former includes locum tenens and other replacements for teachers on leave or absent from duty, teachers on active service and so on, whereas the latter does not. Furthermore, and of great significance, though pre-primary pupils are not used to calculate the number of full-time equivalent teachers that may be employed, the teachers employed by the department to teach in pre-primary schools are included.

It has now been established that, contrary to the view and understanding of the Natal Education Department, full-time equivalents and not the number of posts on the establishment are to be used in determining the staffing levels of the Department. This accounts for the fact that, whereas it was supposed that the teaching establishment could have been increased slightly, it has to be reduced by about 200 posts.

J. Bennett (continued) S/T

It can therefore be seen that political and economic factors outside the control of the Natal Education Department have resulted in the decision, which the Director of Education must implement, that the teaching establishment must be reduced. The Natal Education Department shares the view of its critics that all cuts are unwelcome, but the task of the Director is to effect the savings in a manner least liable adversely to affect the quality of education for which the Department is responsible.

All avenues are being explored, and the purpose of the meeting between the Director and the teachers' societies was to elicit their help in identifying those areas where savings could be effected.

There are, in fact, a limited number of options open to the Department and it must be borne in mind that where teachers on the permanent staff are involved only long-term solutions are possible, unless these teachers can be transferred to other posts.

It was generally agreed that, though savings could be effected by the more economical employment of remedial teachers and the consolidation of special classes, this avenue should be explored only as a last resort because of the importance attached to special and remedial education. A review of the situation at extra-curricular music schools and environmental centres might well result in small savings and this will be considered. It was agreed that a change in the conditions under which locum tenens might be appointed would save staff, but it would also cause great hardships in some cases. A reduction in the number of teachers permitted to take long leave at any one time, and stricter application of the staffing formula would affect some savings, but the effect of these measures on the overall workload of teachers needs to be assessed. The conclusion reached by the Department is that savings in these directions would be small and that, in many cases, they would be most detrimental to the service offered.

Rationalisation of colleges of education is one area where the Department believes significant savings can be effected in the long term. The Department has understanding for and great sympathy with view, held by many, that teacher training facilities should be expanded, rather than contracted, considering the desperate need for teachers in the country as a whole, but it has no option but to operate within the parameters laid down by the Government. Considering, therefore, the declining white school population and the decision to increase the pupil:teacher ratio in white schools, the continued existence of three teacher training institutions, employing about 150 highly trained personnel can no longer be justified. The Department intends to proceed with planning to rationalise its teacher training institutions, but it realises that this cannot be done overnight, and certainly not in time to affect the issue by the beginning of 1990.

Only two other options are open; either to introduce a new, more

Mr. Talbot

stringent staffing formula, which would reduce the number of teachers in each school and so make Natal out of step with the other provincial education departments, or to effect savings in the pre-primary sector, which is the only area in which the Department provides teachers but where the pupils do not generate either funds or teachers in terms of the financing formula and where the pupils are also not subject to compulsory school attendance.

The Natal Education Department is very proud of its record as a pioneer in the field of pre-primary education. It has encouraged its growth and it currently employs over 450 teachers in these schools. Provision is made, depending on the size of the school, for up to five teachers to be paid by the Department, which is not the case in any other province. The Department is most reluctant to have to effect savings in this area, but the facts are that 200 posts have to be saved and the pupils of pre-primary schools do not generate any teachers in the formula. If it were not for Natal's commitment to pre-primary education, there would be no need to effect savings in any departmental schools. In fact, teachers in government schools would be justified in complaining if their staffs were cut and their workload increased in order to maintain existing staffing levels in pre-primary schools. The proposals of the Natal Education Department will reduce the number of departmentally-paid pre-primary teachers in many schools, but the provision will still be more generous than in other provinces. It is unlikely that these measures will result in the closure of a single pre-primary school in the province, though they may have one of the following results: (1) a decision of a school committee to have a smaller school, (2) a decision of a school committee to require the principal to undertake a regular teaching programme, as is the case in most small primary schools, (3) the employment by the committee of a teacher at a salary comparable with departmental scales, which would probably necessitate an increase in the fees charged, (4) the employment by the committee of a teacher at a negotiated salary which might be substantially below the departmental scale, or (5) a request to the Natal Education Department for permission to operate at a less favourable pupil:teacher ratio, which would enable the school to maintain its pupil numbers with fewer teachers. The latter two options are clearly less desirable professionally than the others, but may be the only possible courses of action for some schools.

Much has been written about the alleged mushrooming of the head office staff. The 1984 constitution provided for the establishment of a new department, the Department of Education and Culture: House of Assembly, with a head office in Pretoria. This head office had to be adequately staffed. Initially this resulted in a number of appointments, but its composition has now stabilised. As far as the head office of the Natal Education Department is concerned it is quite incorrect to speak of mushrooming of staff. Of a professional establishment of about 6 200, there are 85 posts at head office which, though it represents an increase of 14 posts in the decade since 1979, is a very small fraction of the total establishment. The increases are the

result of the creation of a curriculum research unit and a language and publications unit, together with the appointment of 2 professional personnel advisers and subject advisers for new subjects introduced into Natal schools, and a small increase in the staff of the media services. All of these received the support of the two teachers' societies. Despite the enormous increase in workload of senior officials resulting from the new dispensation, no existing sections have been expanded, and in some cases there has been a decrease in staff. The view of the Department is that these head office posts are essential both to ensure the continued quality of the education offered in Natal and to offer adequate support services for schools and teachers. It is pointed out that more than a third of the head office posts are in the Advisory Services section, whose function is to offer assistance and guidance to teachers.

It is true that the centralisation of educational control has increased the number of trips to Pretoria and Cape Town by senior officials. However, this has also to be seen in perspective. If the Natal Education Department wishes to be involved in planning and decision-making at the macro level, then it has to be represented in all the committees of the Committee of Heads of Education. To preserve the Natal ethos of education it is essential that its voice be heard. Nevertheless, the total amount of money spent on travel and subsistence for officials attending these meetings forms but a small part of the total expenditure of the Department and would not amount to the complete salary package of many teachers, even if all such trips were to cease.

Finally, it must be stated that the Natal Education Department regards its absolute duty as being to provide the best quality education within its power for the pupils for whom it is responsible. It very much regrets the necessity of having to reduce staff at this juncture, and it gives the assurance that all avenues will be explored and opinion gathered from all possible sources, before final decisions are taken, to ensure that the best interests of the pupils, parents, teachers and the public-at-large in Natal are served.

DIRECTOR OF EDUCATION



MINISTERS' COUNCIL OF THE H

MINISTRY OF EDUCATION AND CULTURE

Reference number: 3/4/1/4

Te. No.: 200036/8

Private Bag X727
Pretoria
0001

1 November 1989

Mr R Burrows MP
333 Queen Elizabeth Avenue
Manor Gardens
DURBAN
4001

Dear Mr Burrows

SUBSIDISING AND STAFFING 1990: PRE-PRIMARY SCHOOLS IN NATAL

Thank you for your letter of 6 October 1989 in connection with the above-mentioned matter.

Your conclusion that a per capita subsidy regarding pre-primary schools has as yet not been considered by the Ministers' Council, is correct. Furthermore, may I assure you that my standpoint in regard to pre-primary education is still as it appeared in Hansard of 2 March 1988.

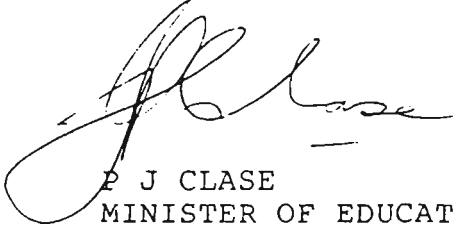
My Department, however, is making every endeavour to ensure that the financing of education will be scientific, just and co-ordinated country-wide. In the process of achieving this, it must of necessity reconsider certain practices which were applied in the past. One of these is the institution of education posts on an ad hoc basis instead of in terms of the approved interdepartmental staffing scales. In this respect the press release on 6 October 1989 by the Director of Education of Natal is significant.

The Department does not prescribe to provincial education departments how to implement the approved staffing scales. They are, however, obliged to institute teaching posts in accordance with the official staffing scales. This will eliminate the discrepancy that one education department staffs its schools more generously than the others.

This complicated matter is presently receiving attention and there should be more clarity regarding the subsidising of provincially controlled pre-primary schools in due course.

Kind regards

Yours sincerely

A handwritten signature in dark ink, appearing to read 'P J Clase', with a long horizontal flourish extending to the right.

P J CLASE
MINISTER OF EDUCATION AND CULTURE

DISENCHANTED NTS LEADERS MEET TO DISCUSS LATEST TEACHING CUTS

REPRESENTATIVES of Natal's disenchanted white teaching fraternity met in Durban yesterday to discuss the perils of the latest teaching cuts.

The meeting of the leaders of the Natal Teachers' Society took place in the wake of an announcement last week by the director of the Natal Education Department, Mr Arthur Olmesdahl, that the department had to reduce the teaching establishment by about 200 posts next year.

Addressing the meeting, the chairman of the NTS, Mr Gavin Kedian said the NTS was totally opposed to the director's decision, and to the manner in which the matter had been carried out.

"Mr Olmesdahl said the reasons for the cut were the declining numbers in NED schools and the move towards parity in education.

"We are not opposed to the equalisation of funding at all — and nor to the trimming of white education. What we are opposed to is the fact that, with under three months until the end of the year, teachers are suddenly dumped with the fact that 200 of them will lose their jobs next year."

"I am quite sure there are other ways of going about this."

Mr Kedian added: "The authorities would not get away with this in many other countries."

Mr Paul Londal, last

Education Reporter

year's NTS chairman said in the past, the NTS had been "led to believe" that by 1990 the NED would gain 60 posts.

"Now we are told that 200 posts will be dropped."

The conclusion reached by the NTS leaders is that "something went wrong somewhere" in the planning strategies of the NED.

An NTS statement claims the following:

- That in 1988, the Advisory Committee for Education Personnel compiled a report for departmental use on the implications of changes in pupil density;

- That Mr Londal was called to meetings with senior officials in the NED to discuss the implications of the report for Natal;

- That in terms of the figures given to the NTS at that time, they were led to believe that January 1, 1990 would see an INCREASE of about 64 posts;

- That on October 5, the NTS was informed that the NED would now have to shed 200 posts;

- That the decline in pupil numbers over a period of one year could only represent 50 posts, and that this decline cannot account for the radical discrepancy in the present figures;

- The figures given to the NTS in 1988 were designed to take into ac-

count the move towards parity in the funding of education; and

- That the implication must therefore be that an error has been made in "either calculation or interpretation of the formula for provision of posts".

The statement continues: "It appears to the NTS that the error has been detected and instructions have been issued to rectify the matter."

200 white teaching posts to be dropped in Natal at end of year

NATAL'S white education system is to lose the equivalent of 200 teaching posts at the end of the year — and speculation is rife that the pre-primary system will bear the brunt of the shedding process.

The 'shock' announcement of the dropped posts was made by the Director of the Natal Education Department, Mr Arthur Olmesdahl, at a meeting in Pietermaritzburg yesterday between NED officials and representatives from the Natal Teachers' Society and the

Education Reporter

Natalse Onderwysersunie.

The reasons given are the annually declining numbers in pupils at NED schools and the harsh cutbacks resulting from the move towards parity in Government education funding.

He said the aim of yesterday's meeting was to "discuss how we can come out on the money allocated to us".

About 50 teaching posts a year have been dropped over the past six years

because of dwindling pupil numbers at a rate of about 1 000 a year.

Special and remedial schools, as well as technical and musical schools are also expected to suffer losses — and educationists were told that Natal cannot support more than one college of education.

Mr Dave Ryman, executive director of the Natal Teachers' Society, said today that while the department had looked at ways of shedding the posts across the whole spectrum of white

education, it appeared that a large proportion of the dropped posts would come from the pre-primary system.

"However, training colleges are also under threat as are the number of posts in primary and high schools."

Mr Ryman said while no definite decisions had been made, if the pre-primary school system bore the brunt of the shedding process, there would be "severe financial implications", as the schools would have to fund the teachers themselves.

Axe falls on 53 pre-primary teachers; 29 other posts will also not be filled

FEARS for the future of Natal's threatened pre-primary school system materialised last week when it was announced that the Education Department would no longer require the services of 53 pre-primary teachers.

Mr John Deane, deputy director of the Natal Education Department, said today that the 53 teachers would not have their posts renewed for next year. He said a further 29 vacant pre-primary posts would not be filled next year.

This means that of the proposed cutback of 200 teachers, 82 have been taken from the pre-primary system.

Mr Deane said that the

Education Reporter

other 118 cutbacks had been taken from the "whole spectrum" of education.

The department had implemented the cutbacks by strictly applying the staff formula to eliminate over-staffing in all areas of education.

Mr Deane said that all 53 of the pre-primary teachers who would lose their posts next year had been informed.

He believed the other 118 teachers had also been told already that their services would not be required.

Mr Deane said that as

far as he knew no pre-primary schools would close as a result of the cutbacks in staff: "One school has given notice of closing, but it has nothing to do with staffing."

He added there were various options open to pre-primary schools for their continuance.

"They could run smaller schools, operate with fewer teachers, or in cases where the principals are non-teaching principals, they could start teaching," he said.

Another option was for the schools to employ a teacher — at official salary scales — who could be paid by the school community.

DAILY NEWS

MONDAY 20 NOVEMBER 1989



Federale Onderwys
Teachers' Federal Cc

Annexure 59
TFC, (1990)

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1990-02-06

Verwysing VNT
Reference /mb

The Executive Director
Natal Teachers' Society
178 Florida Road
DURBAN
4001

Dear Mr Ryman

STAFFING: NATAL EDUCATION DEPARTMENT

The contents of your letter of 20 November 1989 regarding the above, have been noted.

Regarding the question as to what progress has been made, I have pleasure in communicating to you the Superintendent General's written explanation to the Teachers' Federal Council.

"Die 19de Verslag van die Advieskomitee Insake Onderwyspersoneel (AOP), wat oor leerlingdigtheid handel, is gedurende 1987 deur die KOH aanvaar en vir goedkeuring aan die Minister voorgelê. Die Ministers-raad het ook die beginsels soos in die aanbevelings van die verslag vervat, goedgekeur. Die 19de Verslag van die AOP is opgestel om as basis te dien vir die bepaling van die getal voltydse ekwivalente KS-opvoederposte waarop, onder andere, die provinsiale onderwysdepartemente geregtig is. In die verslag word aanbeveel dat daar in vyf fases, oor 'n periode van tien jaar, na 'n b-waarde van 1,4 beweeg moet word. Fase 1 tree op 1 Januarie 1990 in werking.

Na aanleiding van statistiek wat van die provinsiale onderwysdepartemente ontvang is, is die 19de Verslag van die AOP gedurende 1989 opgedateer. Daar is op grond van die 19de Verslag se aanbevelings bereken op hoeveel voltydse ekwivalente KS-opvoederposte elke provinsiale onderwysdepartement geregtig is. Hierdie gegewens is vir kontroledoeleindes aan die POD's deurgestuur en deur hulle as korrek bevestig.

Met verwysing na die vrae wat in u skrywe gestel word, word die volgende onder u aandag gebring:

- daar is nie afgewyk van die aanbevelings wat in die 19de Verslag van die AOP vervat is nie;
- alle berekeninge oor voltydse ekwivalente KS-opvoederposte is gekontroleer. Die NOD het ook bevestig dat die berekeninge, in soverre dit die NOD raak, korrek is;
- preprimêre onderwys sal noodwendig met die vermindering van poste geraak word. Die Direkteur van Onderwys van die Natalse Onderwysdepartement het egter aangedui dat die afskaling op 'n breë front bewerkstellig sal word en nie net ten opsigte van preprimêre onderwys nie. Dit wil voorkom asof die pers oorreageer het op 'n persverklaring wat deur die NOD uitgereik is, deur hoofsaaklik na preprimêre onderwys te verwys;
- u kommer oor die negatiewe reaksie wat deur die vermindering van poste ontlok word, word begryp. Dit was egter reeds vanaf 1987, toe die 19de Verslag sy bestel gekry het, vir alle betrokkenes duidelik dat 'n afskaling nodig sou wees en dat Fase 1 op 1 Januarie 1990 in werking sou tree."

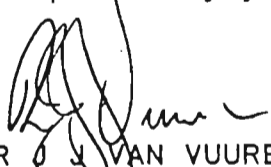
The matter was discussed further with the Superintendent General during an interview on 22 November 1989. On this occasion the following further information came to light:

- (a) That only the first half of the first phase would be implemented on 1 January 1990 in accordance with the recommendations of the 19th Report of the AEP, and that, before continuing with further scaling down, further research would have to be done and submitted to the Ministers' Council.
- (b) The ethos of the various departments was respected and it was possible for the departments to make timely adjustments.
- (c) Even after the scaling down of posts (first half of phase 1) the b-value of Natal would still be higher than any of the other provinces.

I trust that the above information clarifies the matter. However, should there be any further aspects to which the TFC should give attention, we will be pleased to hear from you.

Kind regards

Respectfully yours


 R. J. VAN VUUREN
 for CHIEF DIRECTOR

Natal Teachers' Society

78 FLORIDA ROAD, DURBAN 4001 • Telephones (031) 303-1308/9 • Telefax (031) 239-637



27 November 1989

Mr A Olmesdahl
The Director
Natal Education Department
Per Fax : 0331 943808

Dear Mr Olmesdahl

Re : Staffing : Natal Education Department

Thank you for your fax of 27 November 1989.

I attach motivation for our request for an interview with
Mr de Jager.

Yours sincerely

F D RYMAN
EXECUTIVE DIRECTOR

Natal Teachers' Society

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REQUEST FOR AN INTERVIEW

In terms of paragraph 2 of the "Konsepskakelingsprosedures vir die Georganiseerde Onderwysprofessie" a recognised teachers' society can arrange for an interview with the Superintendent-General through its Director of Education.

In terms of this we believe it is possible for us to request the Director of Education to arrange an interview with the Superintendent-General and/or Mr de Jager.

The NTS requests this interview, as a matter of urgency, in order to obtain clarification on the funding formula and its implications for the post establishment within the Natal Education Department.

The NTS have been given two versions as to how the number of teachers is arrived at :

Version 1

- 1.1 The number of pupils in primary and secondary schools determines the number of teaching posts permitted.
- 1.2 Provision for pre-primary teachers must come from these posts.
- 1.3 The B factor makes provision for further funding of pre-primary education.

Version 2

- 2.1 The number of pupils in primary and secondary schools determines the number of teaching posts permitted.
- 2.2 The B factor makes provision for the funding of pre-primary education. These funds are used to pay for pre-primary teachers. These teachers are not included in the numbers arrived at in 2.1.

We understand from the Natal Education Department that version 1 is the way staffing is being implemented in Natal. According to colleagues on the Teachers' Federal Council version 2 is the way staffing is being handled in the Cape and Transvaal.

We believe an interview would help us to understand why it is necessary for Natal to cut its teaching staff.

We would like to have our President Mr Kedian, Mrs Robinson and Mr Ryman attend the interview.

TOESPRAAK DEUR MNR J D V TERBLANCHE, SUPERINTENDENT-GENERAAL
VAN DIE DEPARTEMENT ONDERWYS EN KULTUUR (ADMINISTRASIE :
VOLKSRAAD) TEN TYE VAN DIE JAARVERGADERING VAN DIE BELANGEGROEP
PRE-PRIMÊRE ONDERWYS VAN DIE TRANSVAALSE ONDERWYSERSVERENIGING
OP 24 FEBRUARIE 1990

Geagte Voorsitter

Dames en here

Baie dankie vir u gewaardeerde uitnodiging aan my om as gasspreker op te tree. Dit voel of ek tuiskom as ek met 'n belangegroep van die Transvaalse Onderwysersvereniging gesprek voer, en in die besonder met hierdie spesifieke belangegroep. Een van die besielende kenmerke van die skare begeesterdes voor my is die

-2-

besondere ywer en toegewydheid wat u ten behoeve van die saak, wat ons dien, aan die dag lê, en die uitmuntende gehalte van u bydraes in belang van ons kleuters.

U sal my veroorloof om 'n woord van besondere dank aan dr De Witt, wat reeds etlike jare die leiding neem, te rig, asook aan haar bestuurspan en mejj Kobie van der Merwe en Frieda Wilkens, wat as Superintendente van Onderwys besondere bydraes in die veld lewer. U sal my ook veroorloof om groot waardering aan die Transvaalse Onderwysersvereniging te betuig, 'n vereniging wat na die belange van al sy lede omsien, en vir wie pre-primêre onderwys, soos ook vir my Departement, van die grootste belang is. Mag ek u verseker van die agting en waardering wat die Departement vir u werksaamhede het, en my dank aan u oordra vir u vol-

-3-

gehoue pogings ten bate van ons kinders.

U het my versoek om met u gedagtes te wissel rondom die toekoms van pre-primêre onderwys. Wanneer 'n mens oor die toekoms praat, mag die realiteite van die dag nie uit die oog verloor word nie. Vergun my om 'n paar van hierdie parameters waarbinne ons vir die toekoms moet beplan, aan u te noem:-

* Eerstens

Onderwys word nie in 'n vakuum bedryf nie, en dus kan Blanke onderwys, as lid van die breë onderwysfamilie in Suid-Afrika, nie in isolasie gesien word nie. Dít wat

-4-

ons doen, hou implikasies in ook oor die hele onderwyslinie.

* Tweedens -

Pre-primêre onderwys is nie verpligte onderwys nie.

* Derdens -

Die belangrikheid van preprimêre onderwys om skoolgereedheid te bevorder, word al hoe sterker beklemtoon. Ons veranderende samelewing, die groter toetrede van die vrou tot die arbeidsmark, die maatskaplike probleme wat ons gesinne bedreig, om maar enkele aspekte te noem, bring 'n immer groter wordende behoefte aan preprimêre onderwys na vore. Op ons rus die taak om dié behoefte aan te spreek.

-5-

* Vierdens -

Geld vir die onderwys is beperk en sal in die toekoms beperk bly. Die fondse wat ons en die ander onderwysdepartemente aan die hand van 'n formule ontvang, is streng gesproke slegs beskikbaar vir die instandhouding van die Nasionale Kurrikulum. Vanweë die belangrikheid van pre-primêre onderwys het hierdie Departement dit egter nog altyd moontlik gevind om geld aan pre-primêre onderwys te bestee en voorsien ek nie enige veranderde benadering in die toekoms nie. Enige verhoging van fondse vir preprimêre onderwys uit hierdie oord lyk egter nie waarskynlik nie.

-6-

* Vyfdens

Die preprimêre onderwyssektor is 'n sektor wat verblydende groei toon.

Hier is dus 'n uitdaging : 'n groeiende behoefte aan die een kant en beperkte finansiële bronne aan die ander. Dit is om hierdie rede dat die Departement as die hoogste prioriteit ondersoek ingestel het na wyses waarop daar op bekostigbare en haalbare wyse in die behoeftes voorsien kan word.

Die onderwys wat maar 'n spieëlbeeld van sy tyd is, het nog altyd by veranderende omstandighede aangepas. 'n Voorvereiste is egter steeds dat sodanige aanpassing navorsingsgesteund en ook andersins verantwoordbaar sal wees.

-7-

Dit is gerusstellend om in gedagte te hou dat ondersoek na vernuwing nie tot ons eie departement of selfs ons eie land beperk is nie. 'n Mens sou na Brittanje se Education Reform Act, hul nuwe Child Protection Act, die VSA se terugbeweeg na 'n nasionale kurrikulum en Taiwan se implementering van tegnologiese onderwys as voorbeelde van lande waar vernuwing aan die orde van die dag is, kan verwys. Herbesinning oor bestaande onderwyspraktyk hoef dus nooit as bedreigend beleef te word nie.

Ook in ons land staan onderwys, dus ook preprimêre onderwys, in die teken van sinvolle herbetragting en aanpassing. Ek bepaal my by enkele resente inisiatiewe van ons Departement.

* Eerstens - Mnr P J Clase, ons Minister, het op 9 Februarie

-8-

arie in die Volksraad verklaar dat die Departement tans 'n nuwe model vir onderwysvoorsiening oorweeg. Hierdie model sal raakpunte oor die hele onderwysspektrum hê.

* Tweedens - Die Departement is besig met 'n sinvolle rasionaliseringsprogram. Ons weet mos dat die tyd van luukshede verby is. Die dalende blanke leerlinggetalle het tot gevolg dat daar in bepaalde sentra na onekonomiese fasiliteite gekyk word met die oog op die alternatiewe gebruik daarvan. U is daarvan bewus dat hierdie feit reeds ten goede vir preprimêre onderwys werk. Die Transvaalse Onderwysdepartement het byvoorbeeld reeds aangekondig dat hy onder bepaalde omstandighede onbenutte fasiliteite teen 'n billike huur vir die gebruik van private prepri-

-9-

mêre skole tot die beskikking sal stel.

- * Derdens - In al die onderwysfases word tans indringend navorsing gedoen om toe te sien dat die kurrikulum steeds relevant bly. Preprimêre onderwys sou ook op die terrein geen uitsondering wou wees nie.
- * Vierdens - Verskeie ander didaktiese aangeleenthede kom onder die loep. So is byvoorbeeld die uitgebreide gebruik van rekenaartegnologie in ons skole noodsaaklik vir toekomstige relevansie. U sal met my saamstem dat die gebruik van die mikrorekenaar ook in ons preprimêre skole van groot belang is. *Ha ha ha!!*

-10-

- * Vyfdens - Daar is haas geen aspek van onderwyspraktyk wat nie dringend nagevors word nie. Hierdie vernuwende denke wissel van besinning oor lyfstraf tot 'n ondersoek na groter ouerbetrokkenheid.?
- * Sisdens - Verskeie ad hoc-komitees is die afgelope jaar aangewys om aanbevelings oor 'n verskeidenheid van onderwysaspekte te doen. Veral die bevindinge van die Loodskomitee Koester ons Jeug 2000 sal vir u van belang wees aangesien hierdie komitee ondersoek ingestel het na die sosiaal-maatskaplike probleme waarmee ons jeug en ook ons kleuters gekonfronteer is. Ek glo die ondersoek sal lei tot ingrypende voorstelle om die onderwys se rol met betrekking tot hierdie sake, wat die hart van ons gesinne en dus ons kinders aantast, uit te wys. Ons kleuters as

-11-

die mees weerlose van alle jeugdiges is juis dié groep wat heel moontlik die meeste onder die gevolge van maatskaplike verval ly. Ons ondersoek moet lei tot iets nuut, iets ingrypend.

In al hierdie ondersoeke word ons onderwysvennote soos die TO betrek. In die nasionale ondersoeke word die georganiseerde professie en die georganiseerde ouergemeenskap deur hul sambreelverenigings die Federale Onderwysersraad (FOR) en die Federasie van Ouerverenigings van Suid-Afrika (FOSA) in die ondersoeke verteenwoordig deur afgevaardigdes van die onderskeie belangegroeppe. Net so het ons vennote op plaaslike vlak in Transvaal inspraak in dié ondersoeke deur benoemdes van die Transvaalse Onderwysersvereniging en die Transvaalse Afrikaanse Ouervereniging.

TTN and TEMPA?

-12-

Teen hierdie agtergrond, sou 'n mens kon vra: hoe kan die toekoms van preprimêre onderwys ten beste verseker word? Oor 'n lang tydperk, maar veral sedert 1986 is daar ernstig besin oor 'n bekostigbare, haalbare model vir pre-primêre onderwys vir die toekoms. In die komitee onder voorsitterskap van dr F L Knoetze, adjunk-direkteur van Onderwys van Kaapland, het onder meer gedien TO-verteenwoordigers saam met ander lede van die FOR.

Onder meer is ernstige aandag aan die bekostiging van preprimêre onderwys en aan die owerheid se betrokkenheid by preprimêre onderwys gegee. Aandag is veral ook geskenk aan weë om fondse op alternatiewe wyses te bekom. ?

Tot dusver het die provinsiale onderwysdepartemente bestaande

-13-

preprimêre onderwysvoorsiening in stand gehou. Uit baie oorde
word groot druk ervaar oor die toekoms van preprimêre onderwys
en die verdere finansiering daarvan. Talle nuwe aansoeke om die
uitbreiding van preprimêre onderwys kon egter nie oorweeg word
nie.

Die ad hoc-komitee het verskillende alternatiewe oorweeg waarvol-
gens die nodige fondse gegenereer kan word om die huidige onewe-
redige verspreiding van fondse, uit te skakel. Moontlikhede
sluit in:-

- * Die behoud van die status quo. Dit was vir die komitee
nie aanvaarbaar nie aangesien dit nie voorsiening maak
vir uitbreiding nie en die probleem van die oneweredige
verspreiding van fondse onopgelos bly.

-14-

Die generering van addisionele fondse uit heffings deur
die Administrasie: Volksraad. U sal self oordeel of die
klimaat vir so 'n ingrypende stap op hierdie stadium reg
is.

Die oorskakeling van 'n salarissubsidie na 'n per capi-
ta-subsidie vir alle skole, deur gebruik te maak van fond-
se wat tans in die sisteem is en van privaatinstanties
verkry kan word.

die invoering van so 'n model, sou die volgende belangrike
oewegings geld:

-15-

- * 'n Beter opvoedkundig-verantwoordbare verspreiding van fondse onder instansies wat preprimêre onderwys bedryf, sal daardeur verkry word.
- * Skole wat aan die neergelegde registrasievereistes voldoen, moet vir 'n per capita-subsidie kan kwalifiseer.
- * Om vir minder gegoede gebiede voorsiening te maak, moet 'n formule of glyskaal, gebaseer op die bruto inkomste van beide ouers of die gemiddelde inkomste per gesin in 'n bepaalde skool, ontwerp word.
- * Permanente onderwyspersoneel op die diensstate van die provinsiale onderwysdepartemente se posisie moet verskans bly.

-16-

- * 'n Per capita-subsidie moet geleidelik oor 'n aantal jare ingefaseer word.

Die invoering van so 'n model sou voorts beteken dat, namate tydelike poste en permanente poste wat vakant raak, uitfaseer, die fondse aangewend sou kon word as 'n per capita-subsidie aan alle skole wat daarvoor kwalifiseer. Uiteindelik, waarskynlik eers oor etlike jare, bereik die per capita-betaling aan skole sy maksimum wanneer alle onderwysposte die verantwoordelikheid van die skole se bestuursrade geword het.

Kollegas, die meriete wat hierdie benadering sou hê is dat dit niemand sal benadeel nie, aangesien ek u vandag die versekering gee dat bestaande posbekteërs se posisie in enige toekomstige

-17-

model verskans sal word en sal bly. Aan die ander kant het die model die wins dat fondse meer eweredig versprei word sodat meer preprimêre skole gestig kan word en dus meer kinders by voorskoolse onderwys sal baat. Meer preprimêre skole sou literaard ook 'n groter behoefte aan goed opgeleide preprimêre personeel beteken.

angesien die vennote reeds breë konsensus oor hierdie model, gegrond op 'n per capita-subsidie bereik het, is ek van oordeel dat die tyd nou aangewese is om die moontlikheid verder te voer.

beginselgoedkeuring is reeds verleen. Binnekort voer ek graag gesprek hieroor met die FOR en FOSA en die aangeleentheid dien in Junie by die pro-

-19-

tolk deur met geesdrif en idealisme hul missie om die kind op te voed en te vorm volvoer.

- * Nowe bande met die ouergemeenskap van ons skole. In hierdie verband het u 'n toenemende belangrike rol om ook, waar nodig, opvoedkundige leiding en in 'n sekere sin, sekuriteit aan ouers te verskaf.

Dit kan u alleen doen as u sekerheid in u eie hart het, ook ten opsigte van die professie van u keuse. Ek meen u kan uit my woorde aflei dat pre-primêre onderwys vir die Departement 'n saak van die grootste erns is, en dat u, die groep hier voor my, 'n besondere rol te vervul het en dat die uitvoering van u dagtaak, en die nastrewing van u roeping, gewisse metodes is om beroepsekuriteit te verseker.

-20-

U as die preprimêre sektor het 'n trotse tradisie wat u by uitnemendheid in staat stel om ook in die toekoms 'n sleutelrol te vervul. 'n Voorsetting van die tradisie sou u as gewaardeerde en onontbeerlike groep lei na verdere hoogtepunte, byvoorbeeld

- * Groter professionaliteit wat onder meer behels: kontinue studie en verbetering van kwalifikasies, aktiewe deelname aan die bedrywighede van die georganiseerde professie - en dit behels meer as die belangegroep pre-primêre onderwys - onberispelik-professionele optrede te alle tye; en die enkelvoudige nastrewing van u missie, naamlik die wel-syn van die kind.

-21-

'n Herevaluering van die opleiding van preprimêre onderwysers om kontinuu seker te maak dat ook hierdie opleiding steeds relevant vir die toekoms bly.

Innoverende denke op alle terreine maar ook ten opsigte van groter betrokkenheid van die privaatsektor vir die skepping van fasiliteite vir preprimêre onderwys. Daar is reeds volop bewys dat die gemeenskap bereid is om veel te doen om homself te help. Dink aan die spontane beweging van dagmoeders, speelgroepe, die privaatsektor en staatinstitusies wat fasiliteite vir kleuteropvoeding inrig. Hierdie ondernemers hoef nie as 'n bedreiging belewe te word nie, maar moet bygestaan en in die regte kanale gestuur word. Privatiserende tendense is immers

-22-

binne huidige regeringsbeleid.

aar bowenal, Kollegas, kom die oproep tot u om ons jeug en ver-
l ons kleuters te koester. U as preprimêre onderwyseresse kan
ie ma staan vir al die ewels van die samelewing nie, maar u
ag u rol as liefdevolle, koesterende substituutouer nie miskyk
ie. Juis in hierdie dae moet elke kindjie in u sorg tuisvoel
n gedy tot gereedheid vir die jare wanneer die eise groter en
ie aanslae feller is.

oe daar besluit moes word op die tema vir 1990 is ons aangegryp
eur die opdrag: Koester ons Jeug. Geagte Voorsitter, Kolle-
as, ek sluit af deur andermaal te verklaar dat ek van geen

-23-

ele groep weet wat beter in staat is om hierdie groot opdrag
te voer, as tuis u nie.

'N TOEKOMS VIR PRE-PRIMÊRE ONDERWYS

Die Departement Onderwys en Kultuur : Volksraad en sodoende ook die uitvoerende onderwysdepartemente het in die verlede, nieteenstaande die beperkte fondse, tog hulle beplanning so gedoen dat geld gevind kon word om aan pre-primêre onderwys te bestee en daar word voorsien dat daar nie enige veranderde benadering in die toekoms sal wees nie.

Met hierdie versekering het mnr J D V Terblanche, Superintendent-generaal van die Departement Onderwys en Kultuur: Volksraad, wat tydens die jaarvergadering van die Belangegroep Pre-primêre Skole van die Transvaalse Onderwysersvereniging op 24 Februarie 1990 as gasspreker opgetree het, groter rustigheid en sekerheid oor die onmiddellike toekoms van pre-primêre onderwys gegee. Hy het egter beklemtoon dat meer fondse aan pre-primêre onderwys wat uitbreiding op hierdie onderwysvlak kan meebring, waarskynlik nie beskikbaar gestel sal kan word nie.

Mnr Terblanche het verder gesê dat die belangrikheid van pre-primêre onderwys om skoolgereedheid te bevorder, al hoe sterker beklemtoon word. Die veranderende samelewing, die groter toetrede van die vrou tot die arbeidsmark, die maatskaplike probleme wat die gesinne bedreig is enkele aspekte wat 'n immer groterwordende behoefte aan pre-primêre onderwys na vore bring. Dit is dus die taak van die verantwoordelike onderwysinstansies om hierdie behoefte aan te spreek.

Dit is dus 'n uitdaging : 'n groeiende behoefte aan die een kant en beperkte finansiële bronne aan die ander kant. Om die rede het die Departement Onderwys en Kultuur : Volksraad as die hoogste prioriteit, ondersoek ingestel na wyses waarop daar op bekostigbare en haalbare wyse in die behoeftes voorsien kan word. 'n Ad hoc-komitee van die Departement het na verskillende alternatiewe waarvolgens die nodige fondse gegenereer kan word om die huidige oneweredige verspreiding van fondse uit te skakel, ondersoek ingestel. Die model wat uit 'n reeks modelle moontlik die beste aan die behoeftes sal vol-



Mnr J D V Terblanche, Superintendent-generaal van die Departement Onderwys en Kultuur : Volksraad

doen, is 'n stelsel waar daar oorgeskakel sal word van 'n salarissubsidie na 'n per capita-subsidie vir alle skole, deur gebruik te maak van fondse wat tans in die sisteem is asook fondse wat van privaatinstanties verkry kan word.

Die invoer van so 'n model oor 'n aantal jare sal beteken dat, namate tydelike poste en permanente poste wat vakant raak, uittreke, die fondse aangewend sal kon word as 'n per capita-subsidie aan alle pre-primêre skole wat volgens bepaalde vereistes daarvoor kwalifiseer. Die per capita-betaling aan die skole sal sy maksimum eers na etlike jare bereik wanneer alle onderwysposte in pre-primêre onderwys die verantwoordelikheid van die skole se bestuursrade geword het.

(Vervolg op bl 6)

F.O.R. : BEGROTING VAT RAAK

Binne die raamwerk van gesonde ekonomiese groei, bekostigbaarheid, aanpassings en herstrukturering van die ekonomie, het die Federale Onderwysersraad met waardering kennis geneem van die Begroting van die Minister van Finansies, mnr Barend du Plessis. So het prof C G de Vries, waarnemende Voorzitter van die Federale Onderwysersraad op 15 Maart 1990 gesê.

Volgens prof De Vries is dit vir die georganiseerde onderwysprofessie gerusstelend dat die Regering goeie moderne onderwys as 'n voorvereiste vir ontwikkeling stel met die gevolglike hoë prioriteit wat aan die rol van onderwys gegee word. In die lig hiervan is kennis geneem van die bedrag wat beskikbaar gestel is vir die uitwisseling van agterstande by universiteite, teknikons en die Departement vir Onderwys en Opleiding.

Etlike aangeleenthede waarvoor die Raad hom voortdurend beywer, is in die begroting aangespreek of aangevoer. In die opsig het die Begroting die potensiaal om die belastingposisie van die salaristrekker en dus ook die opvoeder geleidelik te verbeter. In die verband word die aanpassing van die belastingstelsel ten einde die uitwerking van inflasie en blokkering te neutraliseer, verwelkom. Dit het 'n reële daling in die belastinglas van veral die laer- en middelinkomstegroep tot gevolg.

(Vervolg op bl 6)

- Ministers : Vaarwel en Welkom
- Begroting : 1990
- Salarisse
- Die TO lewer 'n bydrae : Onderwysersopleiding
- BPPS-saamtrek lok honderde
- Nasionale Opvoeding: Nuwe Ministers
- TO-toekenning : Goudstad Onderwyskollege
- Verkiesing van Hoofbestuurslede
- Welkom-ramp: SAOM tot redding

Pre-Primary Education

? closer to a solution?

Background

Early in 1987 it became apparent that the provincial Education Departments had reached a point where they were seriously having to consider a variety of procedures aimed at reducing their financial involvement in the provision of pre-primary education. That was a direct result of the use at national level of a common formula as a guideline for the financing of education at school and college level and the decision, for a variety of reasons, not to include pre-primary education in a direct way as part of that formula within the framework of compulsory education.

Implications for the Cape were particularly severe because of the long involvement of that province in the financial support of pre-primary education, to the extent of the province's running a specialist teacher-training facility. Within the Cape there exist four major types of pre-primary schools based on financing, as follows:

- pre-primary facilities which are the full financial responsibility of the C.E.D. (These are usually attached to existing primary schools and limited to one year prior to compulsory schooling.)
- private pre-primary facilities in receipt of a subsidy in the form of the payment of teachers' salaries by the C.E.D.
- private pre-primary facilities in receipt of a subsidy in the form of a *per capita* payment from the C.E.D.
- private pre-primary facilities which receive no financial support from the C.E.D., but which are registered and subject to inspection.

Naturally, many of the schools not in receipt of financial support from the C.E.D. had submitted applications for some form of assistance. It could be argued that the way in which the financial support of pre-primary education had developed historically had resulted in a less-than-fair distribution of C.E.D. resources amongst the different types of schools involved.

It was against that background that the organised teaching profession in the Cape became aware that a reduction in, or total removal of, state funding for pre-primary education was possible.

Investigation

Once the T.F.C. had been alerted to the above possibility, it communicated its concerns urgently through the Superintendent-General to the relevant Minister. As a result, Minister Clase appointed an *ad hoc* national-level committee to investigate the future provision of pre-primary education. That committee, under the chairmanship of Dr F.L. Knoetze, Deputy Director in the Cape Education Department included representatives from the organised teaching profession and the Federation of Parents' Associations. SATA members of that committee were Dr E. Fullard and Mr Clive Roos.

The organised teaching profession developed clear guidelines for its input into the work of the committee and served on the special working groups set up to explore and to develop possible solutions. Because of the complexity of the problems, the main committee met on a number of occasions over 18 months before making its final recommendations to the Committee of Heads of Education.

Latest developments

On 24 February 1990 the Superintendent-General, Mr J. De V. Ter-

blanche, in a speech at a meeting of pre-primary teachers in the Transvaal, conveyed the following information:

- There are a number of realities within which the provision of pre-primary education must take place.
- The Department of Education and Culture has, because of the importance of pre-primary education, always made funds available for that phase and he could see NO CHANGE in approach in future.
- Equally, however, any additional funds from his Department are unlikely, despite the growth in demand for pre-primary education.
- Amongst the possibilities for financing pre-primary education in future, as examined by the *ad hoc* committee, was the movement away from a salary subsidy to a *per capita* subsidy for all schools.
- That approach would have to take into account that:
 - there would be an educationally more accountable distribution of funds amongst pre-primary schools;
 - schools meeting registration criteria must qualify for a *per capita* subsidy;
 - adequate provision must be made in less wealthy areas;
 - the position of permanently appointed teachers in the service of the provincial departments must be protected;
 - a *per capita* system would take a number of years to phase in.

This means that, as temporary posts and permanent posts become vacant, they will be phased out and the funds involved used to provide *per capita* subsidies for all qualifying schools. Eventually, after many years, this *per capita* subsidy will reach its maximum and all posts will be the responsibility of school committees and communities.

The Superintendent-General stressed that existing post-holders were to be protected IN THOSE POSTS.

And now?

Approval has been given in principle by the Ministers' Council of the House of Assembly, and further consultation with the T.F.C. and the Federation of Parents' Associations will take place before a model is laid before the Provincial Education Councils in June of this year. A date of commencement has, therefore, not been set.

The SATA, as an affiliate of the T.F.C., assures its members that it will continue to participate in the process of negotiating the best possible circumstances for its members involved in pre-primary education and for pre-primary education itself.

Stop press

Open Schools

Media statement by Mr P. J. Clase, Minister of Education and Culture, Administration: House of Assembly, on Friday, 23 March 1990

Two additional models for the provision of education by the Department of Education and Culture, Administration: House of Assembly, were announced today by Mr P. J. Clase, Minister of Education and Culture, during his Budget speech. These models are being referred to the Minister's statutory advisory bodies for advice and comment after which a decision regarding their possible implementation will be made.

With these additional models it would be possible for parents to exercise their choice to an even greater degree than previously, in this instance, with regard to the determination of an admission policy for a specific school.

The first model entails the privatisation of a state school that wishes to do so, the financing of such a school on a more substantial basis than that which currently applies to private schools, and the making available of existing school facilities on reasonable conditions. If the model is approved, a school which chooses this option would, like the present private schools, be able to decide upon what pupils it would admit, subject to the provisions of the Constitution and the relevant education legislation. A model such as this naturally holds greater social implications for the parents concerned.

The second model, being referred for comment would give the school community the right to authorise the admission of pupils from other groups to the particular state school. Such pupils would have to be in a position to transfer from the education at the school and this mode is approved, and of this nature would have to take place without the nature and character of the school being disrupted and subject to the provisions of the Constitution and the relevant education legislation. Pupils from the school community would be given preference regarding admission.

In both cases, the approval of a high percentage (for example 90%)

of the parents of all enrolled pupils will be required. Provision will be made for the pupils and staff who are not in accord with the majority decision in favour of the models.

The Department will continue to maintain the underlying principles of Christian, culture-orientated, mother-tongue education, through the present models for the provision of education, namely, state schools and private schools, and also through one or both of the models being referred for comment. If these models are approved, every community, however, will, within the broad framework of Departmental policy, be in a position to decide on an admission policy that is in accord with the predominant needs and points of view of that community.

The two models, together with the necessary technical details are being referred to the Minister's statutory advisory bodies, namely, the Provincial Educational Councils, the Teachers' Federal Council and the Federation of Parents' Associations of South Africa, for comment and advice before 15 June 1990. After this date due consideration will be given to the approval of one or both possible models with a view to implementation on January 1 1991.

Over a long period the SATA has actively negotiated for the introduction of non-racial education in South Africa. This SATA policy has been clearly articulated in all the forums in which the SATA operates. The Association acknowledges that the opening of White state schools will not in itself resolve the many complex difficulties to be overcome in attaining its ideal of non-racial education, just as the mere removal of apartheid will not resolve the problems of education provision.

For many reasons, however, the SATA believes that allowing schools to determine their own admission policies, free of racial criteria if that is the wish of the majority of the parents involved, is an important step in the process. The SATA is, therefore, an associate member of the Open Schools Association, supports its work and has allowed SATA documentation and research to be used by the Open Schools Association whenever necessary.

The SATA is, therefore, pleased with developments. This is reflected in the accompanying statement by the Association's President.

Statement by Mr Des Duxbury, President of the South African Teachers' Association (SATA)

The South African Teachers' Association welcomes the announcement by Mr P. J. Clase, Minister of Education and Culture, Administration House of Assembly, regarding two new models for the provision of education within his department. Both models embody the principle of devolution of decision-making regarding admission of pupils to the local school community. The SATA has long advocated this dispensation and looks forward to the admission of pupils to schools on educationally justifiable grounds only.

The SATA will play an active role, through the Teachers' Federal Council, in the process of consultation regarding the implementation of the proposed models.

WARNING — 10% non-pensionable allowance from 1 April

- The gratuities and annuities of teachers retiring or being made redundant before the 10% consolidated with the salary will be calculated on a salary that excludes the 10%.
- The 10% will not be added to the salary when the service bonus is calculated.
- The 10% will not be added to the salary when leave gratuities are paid.

It is hoped that the allowance will be able to be consolidated in the not-too-distant future. Once that happened, all calculations (e.g. of gratuities, annuities, bonuses) will be based on the total salary including the 10%.

10 — DAILY DISPATCH, TUESDAY, MAY 8, 1990

Pre-primary funds a departmental decision

Local Correspondent
TOWN — The government confirmed yesterday that the formula for funding of education departments did not cover the costs of primary education. The Department of Education and Culture in the House of Assembly, which is responsible for white schools, approved a subsidy of R73,4 million for pre-primary education. The department said the statement, issued by

its ministerial liaison secretary, Mr Ted Townsend, that each education department had the right to decide its own priorities.

Because of this, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, approved a subsidy of R73,4 million to pre-primary education for his department.

"This amount came out of and was part and parcel of the total allocation received from the

Department of National Education."

The same formula was used to determine the amount allocated to each education department.

"This formula does not provide for pre-primary education as this is not compulsory education," the statement said.

It was issued to clarify a report that white pre-primary schools received subsidies of R73,4 million last year,

although the Director-General of the House of Representatives Administration, Mr P. D. McEnery, told a select committee that the formula did not provide for this.

Last year, subsidies for pre-primary schools for black children were scrapped in keeping with the formula.

The effect is that each education department may subsidise pre-primary education, but the government's education

formula does not provide for this and the education departments have to reallocate funds to do this.

However, while the white education department has been able to do this to the tune of R73,4 million, the House of Representatives and the Department of Education and Training, which are responsible for coloured and black schools, find it difficult if not impossible to do so.

Annexure 65
Natal Mercury, (1990)

NEWS

Scheme threatens pre-primary schools

ANY of Natal's pre-primary schools could be forced to close if the Government implements a new subsidy scheme which is due to be considered by the province's Education Council next month.

The plan involves 'privatisation' of these state institutions — similar to the model for primary schools and high schools recently mooted by the Minister of Education and Culture in the House of Assembly, Mr Piet Clase.

However, teachers complain that the pre-primary schools themselves were not consulted on the plan and have no option to privatise. Meanwhile the schools at other phases can choose whether they will want full subsidy.

At present, 85% of the pre-primary schools in Natal are 'provincially' controlled.

The Natal Education Department (NED) points out and pays the salaries of the teachers at each school. Parents fund the buildings, equipment and supplies, and run the domestic and secretarial staff.

Under the new scheme, the NED would relinquish nearly all control over the schools and allow schools to apply for a per-capita subsidy whereby it will give each school a certain amount for every pupil enrolled.

The Natal Pre-primary Teachers Association has slammed the scheme.

Education Reporter

"The privatisation of pre-primary education is a euphemism for de-subsidisation," it said in a memorandum.

It warns that in terms of the new scheme, pre-schools are not cost effective because they are too small.

The per-capita system could amount to a subsidy of only 30% of the total running costs although the Government has not given an exact figure. Parents will have to make up the difference in salaries and as a result, fees are expected to double.

At present, fees for pre-schools range from R150 to R300 a term.

Inequalities

"Running costs would become so high that schools would close and fewer parents would be able to give their children pre-school education. The few in upper-class areas that could survive would be perceived as elitist," said the principal of one Durban school.

The association warned that the new scheme also discriminated financially against those schools which admitted black, coloured and Indian children as the subsidy was payable only in respect of white pupils.

This means that if a school has 50 white and 50 black children, it will receive only half the money it needs to employ the same number of teachers.

Draft regulations for the scheme were by approved the Ministers Council in November last year.

Motivating the legislation, Mr Clase said the scheme would do away with the inequalities in subsidising pre-schools.

The association agreed that it would result in a more equitable distribution of funds in the Transvaal where 63% of the pre-schools were totally private, 26% were totally subsidised by the Government and 11% fell into the same situation as most of Natal's schools where the department paid teachers' salaries.

This is not the case in Natal where funding is already evenly spread.

"However, it would be tragic if the Natal system, which is widely recognised for the quality of its education, were to be dismantled by the rigid implementation of a centralised policy not sensitive to local needs," the association's memorandum said.

"The present high-calibre staff are unlikely to continue working for any length of time in a non-professional environment with inferior conditions of service compared with equally qualified teachers in

VOERTUIG VIR AMPTELIKE GEBRUIK

41. Die Direkteur kan, waar hy dit nodig ag, 'n amptelike voertuig aan 'n koshuis toewys onderworpe aan voorwaardes wat hy bepaal.

SLUITING VAN KOSHUIS

42. (1) Wanneer 'n koshuis kragtens artikel 5 (2) van die Wet gesluit word, moet die koshuisraad—

- (a) die boeke van die bedryfsfonds onverwyld laat afsluit en laat ouditeer; en
- (b) die batige saldo, die boeke, alle tersaaklike dokumente, 'n voltooide finansiële staat en 'n inventaris van alle uitrusting, aan die betrokke skoolraad oorhandig.

(2) Die betrokke skoolraad moet die Direkteur van 'n eksemplaar van die finansiële staat voorsien en 'n aanbeveling doen in verband met die toekomstige gebruik van die bates.

(3) Die Direkteur lê die aanbeveling in subregulasie (2) beoog met sy kommentaar aan die Onderwyshoof voor, wat finaal daaroor besluit.

REGULASIES NIE VAN TOEPASSING OP NYWERHEID- EN VERBETERINGSKOLE NIE

43. Regulasies 13 (2), 15, 32, 33, 36, 37, 38 en 39 is nie van toepassing op koshuise ingestel vir Nywerheid- en Verbeteringskole nie.

RAAD VAN BETROKKE SKOOL

44. 'n Koshuis wat vir 'n skool ingestel is, staan onder toesig van die raad van die betrokke skool en sodanige raad verrig al die werksaamhede en vervul al die pligte met betrekking tot sodanige koshuis wat ingevolge hierdie Regulasies deur 'n koshuisraad verrig en vervul moet word, en word die raad by die toepassing van hierdie Regulasies, uigesonderd regulasies 2, 3, 4, 5, 6, 8, 9 en 12, geag 'n koshuisraad te wees.

No. R.698

30 Maart 1990

WET OP ONDERWYSAANGELEENTHEDE
(VOLKSRAAD), 1988REGULASIES BETREFFENDE DIE
REGISTRASIE, KLASSIFIKASIE EN
SUBSIDIËRING VAN PRIVATE PREPRIMÊRE
SKOLE

Die Minister van Onderwys en Kultuur het kragtens artikel 112 saamgelees met artikels 24, 25, 26 en 27 van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), en met die instemming van die Minister van Begroting en Plaaslike Bestuur, die regulasies in die Bylae uitgevaardig.

BYLAE

Woordomskrywing

1. In hierdie Regulasies het 'n woord of uitdrukking vaaraan in die Wet 'n betekenis geheg word, die betekenis aldus daaraan geheg en, tensy uit die samehang anders blyk, beteken—

“beheerliggaam” met betrekking tot 'n private preprimêre skool die liggaam by wie die beheer en bestuur van die private preprimêre skool berus;

VEHICLES FOR OFFICIAL USE

41. The Director may, where he deems it necessary, assign an official vehicle to a hostel subject to the conditions determined by him.

CLOSURE OF HOSTEL

42. (1) When a hostel is closed in terms of section 5 (2) of the Act, the hostel council shall—

- (a) forthwith cause the books of the operating fund to be balanced and audited; and
- (b) hand over to the school board concerned the credit balance, the books, all relevant documentation, a completed financial statement and an inventory of all equipment.

(2) The school board concerned shall provide the Director with a copy of the financial statement and make a recommendation in regard to the future use of the assets.

(3) The Director shall submit the recommendation referred to in subregulation (2), together with his comments, to the Head of Education who shall make a final decision.

REGULATIONS NOT APPLICABLE TO INDUSTRIAL AND REFORM SCHOOLS

43. Regulations 13 (2), 15, 32, 33, 36, 37, 38 and 39 shall not apply to hostels established for industrial and reform schools.

COUNCIL OF SCHOOL CONCERNED

44. A hostel established for a school, shall be under the supervision of the council of the school concerned, and such council shall perform all the functions and discharge all the duties in regard to such hostel which shall in terms of these Regulations be performed and discharged by a hostel council, and such council shall in the application of these Regulations, excluding regulations 2, 3, 4, 5, 6, 8, 9 and 12, be deemed to be a hostel council.

No. R.698

30 March 1990

EDUCATION AFFAIRS ACT
(HOUSE OF ASSEMBLY), 1988REGULATIONS RELATING TO THE
REGISTRATION, CLASSIFICATION AND
SUBSIDIZATION OF PRIVATE PRE-PRIMARY
SCHOOLS

The Minister of Education and Culture has under section 112 read with sections 24, 25, 26 and 27 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), and with the concurrence of the Minister of the Budget and Local Government, made the regulations in the Schedule.

SCHEDULE

Definitions

1. In these Regulations any word or expression to which a meaning has been assigned in the Act, shall have the meaning so assigned to it and, unless the context otherwise indicates—

“constitution” in relation to the governing body of a private pre-primary school, means a document styled a constitution, or having a corresponding or similar

Page 14/14

"die Wet" die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988);

"eienaar" met betrekking tot 'n private preprimêre skool, die persoon aan wie die private preprimêre skool behoort en wat dit onderhou;

"grondwet" met betrekking tot die beheerliggaam van 'n private preprimêre skool, 'n dokument wat 'n grondwet heet, of wat 'n ooreenstemmende of soortgelyke benaming dra, en waarin die doelstellings, befondsing en bestuur van, en ander relevante aspekte met betrekking tot die beheer oor, 'n private preprimêre skool deur die beheerliggaam uiteengesit word;

"opvoedkundige program" 'n opvoedkundige program wat kragtens artikel 6 (1) (a) van die Wet deur die Onderwyshoof goedgekeur is; en

"subsidie" met betrekking tot 'n geregistreerde private preprimêre skool, die voorsiening van daardie hulpbronne deur die Onderwyshoof goedgekeur, aan so 'n skool.

VEREISTES EN VOORWAARDES VIR REGISTRASIE

2. (1) Die aansoeker om registrasie van 'n private preprimêre skool moet aan die volgende vereistes voldoen:

- (a) Die aansoeker moet die Onderwyshoof oortuig dat dit redelikerwys verwag kan word dat 'n gemiddelde inskrywing van minstens 20 kinders vir elke skoolkwartaal gehandhaaf kan word.
- (b) Aan die hoof van sodanige skool moet daar 'n onderwyser, wat bekend moet wees as die skoolhoof, staan, wat vir die organisasie van, die toesig oor, die gedrag by en die beheer oor sodanige skool verantwoordelik is.
- (c) Die skoolgeboue en -terreine moet aan sodanige vereistes betreffende ruimte, ontwerp en geriewe voldoen as wat na die oordeel van die Onderwyshoof voldoende is.
- (d) Die aansoeker moet die Onderwyshoof daarvan oortuig dat sodanige skool 'n bydrae sal lewer tot die voorsiening van preprimêre onderwys in die betrokke gebied.

(2) Die registrasie van 'n private preprimêre skool is onderworpe aan die volgende voorwaardes:

- (a) Die minimum getal kinders in sodanige skool is 20.
- (b) Behalwe met die goedkeuring van die Onderwyshoof, mag 'n kind—
 - (i) nie tot sodanige skool toegelaat word voordat hy die leeftyd van drie jaar bereik het nie; en
 - (ii) nie in sodanige skool aanbly na die laaste skooldag van die jaar waarin hy die leeftyd van ses jaar bereik het nie;

Met dien verstande dat die bepalinge van hierdie paragraaf nie van toepassing is nie ten opsigte van 'n kind wat ingevolge die bepalinge van artikel 54 (a) van die Wet van verpligte skoolbesoek vrygestel is.

- (c) 'n Gestremde kind mag nie sonder die goedkeuring van die Onderwyshoof tot sodanige skool toegelaat word nie.
- (d) Die getal Blanke kinders wat sodanige skool bywoon, moet te alle tye 'n volstreekte meerderheid van die totale leerlingstal van die skool uitmaak.

name, in which the aims, funding and management of, and other relevant matters relating to the control of a private pre-primary school by the governing body are set out;

"educational programme" means an educational programme approved by the Head of Education under section 6 (1) (a) of the Act;

"governing body" in relation to a private pre-primary school, means the body in which the control and management of the private pre-primary school are vested;

"proprietor" in relation to a private pre-primary school, means the person who owns and maintains the private pre-primary school;

"subsidy" in relation to a registered private pre-primary school, means the provision to such school of those resources approved by the head of Education; and

"the Act" means the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988).

CONDITIONS AND REQUIREMENTS FOR REGISTRATION

2. (1) The applicant for registration of a private pre-primary school, shall comply with the following requirements:

- (a) The applicant shall satisfy the Head of Education that it can reasonably be expected that an average enrolment of at least 20 children for each school quarter can be maintained.
- (b) At the head of such school there shall be a teacher, known as the principal, who shall be responsible for the organisation and supervision of, the conduct at and the control of such school.
- (c) The school buildings and grounds shall comply with such requirements in respect of space, design and facilities as are in the opinion of the Head of Education sufficient.
- (d) The applicant must satisfy the Head of Education that such school will make a contribution to the provision of pre-primary education in the area concerned.

(2) The registration of a private pre-primary school shall be subject to the following conditions:

- (a) The minimum number of pupils in such school, shall be 20.
- (b) Except with the approval of the Head of Education, a child shall—
 - (i) not be admitted to such school before he has reached the age of three years; and
 - (ii) not remain in such school after the last school day of the year in which he has reached the age of six years;

Provided that the provisions of this paragraph shall not apply in respect of a child who has been exempted from compulsory school attendance in terms of the provisions of section 54 (a) of the Act.

- (c) A handicapped child shall not be admitted to such school without the approval of the Head of Education.
- (d) The number of White children attending such school shall at all times be an absolute majority of the total pupil enrolment of the school.

- (e) Die onderwyshoof bepaal die maksimum getal kinders wat tot sodanige skool toegelaat mag word volgens die skoolgeboue en -terreine in subregulasie (1) (c) bedoel.
- (f) Die eienaar of die beheerliggaam van sodanige skool moet toesien dat—
- (i) die gemiddelde duur van 'n skooldag en die minimum getal skooldae per kalenderjaar, voldoen aan die voorskrifte van die Onderwyshoof; en
 - (ii) opvoedkundige programme vir kinders in sodanige skool aangebied word.
- (g) Die eienaar of beheerliggaam van sodanige skool moet—
- (i) 'n register van leerlinge wat tot die skool toegelaat word en 'n daaglikse bywoningsregister van die kinders wat sodanige skool bywoon byhou op die wyse wat die Onderwyshoof bepaal;
 - (ii) 'n register hou van die onderwysers wat by sodanige skool in diens is en van die ander personeel wat by die opvoedkundige program betrokke is, in welke register die persone se name, registrasienommers (indien enige), kwalifikasies en besoldiging aangeteken moet word op die wyse wat die Onderwyshoof bepaal;
 - (iii) die Onderwyshoof of 'n beampte deur hom gemagtig, toelaat om die registers te enige tyd na te gaan; en
 - (iv) sodanige ander rekords hou as wat die Onderwyshoof van tyd tot tyd in die algemeen of in 'n bepaalde geval bepaal.
- (h) Geen persoon wat nie aan die minimum vereistes voldoen nie wat kragtens artikel 8B (4) van die Wet op die Nasionale Onderwysbeleid, 1967 (Wet No. 39 van 1967), voorgeskryf is vir registrasie as onderwyser by die daarin vermelde liggaam, mag as onderwyser aan sodanige skool in diens geneem word nie tensy die Onderwyshoof die indiensneming goedkeur: Met dien verstande dat voorgaande bepalings van hierdie paragraaf nie geld nie ten opsigte van enige persoon wat op die datum van inwerkingtreding van hierdie Regulasies as onderwyser aan 'n private preprimêre skool werksaam is, tensy hy na daardie datum ophou om as onderwyser aan sodanige skool werksaam te wees, en daarna verlang om weer as 'n onderwyser in diens geneem te word by enige private preprimêre skool.
- (i) Die aanstelling van enige onderwyser, asook van enige ander personeel wat by die opvoedkundige program betrokke is, word deur die eienaar of beheerliggaam gedoen, en die eienaar of beheerliggaam moet die Onderwyshoof van sodanige aanstelling in kennis stel en 'n uiteensetting gee van die betrokke persoon se kwalifikasies en ondervinding.
- (3) Indien 'n private preprimêre skool in artikel 25 (4) van die Wet bedoel, op die datum van eerste publikasie van hierdie Regulasies nie aan 'n registrasievereiste of voorwaarde vermeld in subregulasie (1) of (2) voldoen nie, kan die Minister 'n tydperk bepaal waarbinne aan sodanige vereiste of voorwaarde voldoen moet word.
- (4) Indien enige sodanige skool na verstryking van 'n tydperk in subregulasie (3) bedoel, nie aan 'n bedoelde
- (e) The Head of Education shall determine the maximum number of children who may be admitted to such school, on the basis of the school buildings and grounds referred to in subregulation (1) (c).
- (f) The proprietor or the governing body of such school shall ensure that—
- (i) the average duration of a school day and the minimum number of school days per calendar year comply with the directions of the Head of Education; and
 - (ii) educational programmes are offered to children in such school.
- (g) The proprietor or the governing body of such school shall—
- (i) keep a register of pupils admitted to the school and a daily attendance register of the children attending such school, in the manner determined by the Head of Education;
 - (ii) keep a register of the teachers employed at such school and of the other staff members involved with the educational programme, in which register the names, registration numbers (if any), qualifications and remuneration of the persons shall be recorded in the manner determined by the Head of Education;
 - (iii) permit the Head of Education or an official authorized by him, to inspect the registers at any time; and
 - (iv) keep such other records as the Head of Education may from time to time determine in general or in any particular case.
- (h) No person who does not meet the minimum requirements prescribed under section 8B (4) of the National Education Policy Act, 1967 (Act No. 39 of 1967), for registration as a teacher with the body mentioned therein shall be employed as a teacher at such school unless the Head of Education approves the employment: Provided that the foregoing provisions of this paragraph shall not apply in respect of any person who is employed as a teacher at a private pre-primary school at the date of coming into operation of these Regulations, unless he ceases to be employed as a teacher at such school after that date and thereafter wishes to again be employed as a teacher at any private pre-primary school.
- (i) The appointment of any teacher as well as any other staff involved with the educational programme, shall be done by the proprietor or governing body, and the proprietor or governing body shall notify the Head of Education of such appointment and give an exposition of the qualifications and experience of the person concerned.
- (3) If any private pre-primary school referred to in section 25 (4) of the Act does not meet any registration requirement or condition in subregulation (1) or (2) on the date of first publication of these Regulations, the Minister may determine a period of time within which such requirement or condition shall be complied with.
- (4) If any such school after expiry of a period referred to in subregulation (3) does not comply with the said re-

om binne 'n tydperk deur die Onderwyshoof bepaal en in die kennisgewing vermeld.

(7) Indien sodanige skool na verstryking van die tydperk in subregulasie (6) bedoel, steeds nie aan die vereiste of voorwaarde voldoen nie, verval die subsidie.

(8) 'n Subsidie is slegs betaalbaar ten opsigte van die Blanke leerlinge.

(9) Iemand wat in of in verband met 'n aansoek om 'n subsidie aan 'n geregistreerde private preprimêre skool, opsetlik inligting verstrek of opsetlik 'n verklaring doen wat vals of misleidend is, is aan 'n misdryf skuldig en by skuldigbevinding strafbaar met 'n boete van hoogstens R4 000 of met gevangenisstraf vir 'n tydperk van hoogstens twee jaar.

(10) Die aantal geregistreerde private preprimêre skole wat 'n subsidie bedoel in subregulasie (1) kan ontvang, is afhanklik van die beskikbare bedrag wat deur die Volksraad van tyd tot tyd vir dié doel bewillig word.

VERVAL EN INTREKKING VAN REGISTRASIE VAN PRIVATE PREPRIMÊRE SKOLE

5. (1) Die registrasie van 'n private preprimêre skool verval wanneer, volgens 'n berekening deur die Onderwyshoof gedoen, die gemiddelde getal leerlinge wat by daardie skool ingeskryf is vir twee agtereenvolgende skoolkwartale in 'n bepaalde kalenderjaar, minder is as die minimum kragtens regulasie 2 (2) (a) voorgeskryf.

(2) (a) Die Minister kan die registrasie van 'n private preprimêre skool, behoudens die bepalings van paragraaf (b), intrek indien hy op redelike gronde daarvan oortuig is dat daar nie aan 'n registrasievereiste of -voorwaarde bedoel in regulasie 2 voldoen is nie, of dat sodanige skool op 'n wyse of in omstandighede bestuur of in stand gehou word wat na sy oordeel nadelig kan wees vir die liggaamlike, verstandelike of geestelike welsyn van die leerlinge wat sodanige skool bywoon.

(b) Voordat die Minister kragtens paragraaf (a) die registrasie van 'n private preprimêre skool intrek, moet hy in 'n skriftelike kennisgewing gerig aan die eienaar of beheerliggaam van sodanige skool—

(i) die eienaar of beheerliggaam in kennis stel van die voorgename intrekking;

(ii) die redes vir die voorgename intrekking verstrekk; en

(iii) die eienaar of beheerliggaam 'n geleentheid gee om binne die tydperk in die kennisgewing vermeld, aan die vermeldde vereistes en voorwaardes te voldoen.

(c) Indien die eienaar of beheerliggaam versuim om binne die tydperk benoem in paragraaf (b) (iii) aan bedoelde vereistes of voorwaardes te voldoen, kan die Minister die registrasie van die betrokke skool intrek met ingang van 'n datum deur hom bepaal.

(3) Indien die registrasie van 'n private preprimêre skool ingetrek is, kan die eienaar of beheerliggaam opnuut om registrasie aansoek doen nadat hy die nodige stappe gedoen het om te verseker dat aan die betrokke registrasievereistes of -voorwaardes voldoen word, of dat die omstandighede bedoel in subregulasie (2) (a) verbeter het of uit die weg geruim is, na gelang van die geval.

terminated by the Head of Education and stated in the notice.

(7) If after the expiration of the period referred to in subregulation (6) such school still does not comply with the requirement or condition in question, the subsidy shall lapse.

(8) A subsidy shall be payable only in respect of the White pupils.

(9) Any person who in or in connection with an application for a subsidy to a registered private pre-primary school, wilfully furnishes information or makes a statement which is false or misleading, shall be guilty of an offence and liable on conviction to a fine not exceeding R4 000 or to imprisonment for a period not exceeding two years.

(10) The number of registered private pre-primary schools which may receive a subsidy referred to in subregulation (1), is dependant on the available amount appropriated by the House of Assembly for this purpose from time to time.

LAPSING AND WITHDRAWAL OF REGISTRATION OF PRIVATE PRE-PRIMARY SCHOOLS

5. (1) The registration of a private pre-primary school shall lapse if, according to a calculation made by the Head of Education, the average number of pupils enrolled at that school for two consecutive school quarters in a specific calendar year, is less than the minimum prescribed under regulation 2 (2) (a).

(2) (a) The Minister may, subject to the provisions of paragraph (b), withdraw the registration of a private pre-primary school if he is on reasonable grounds convinced that a registration requirement or condition referred to in regulation 2 is not complied with, or that such school is managed or maintained in a manner which, and under circumstances that could in his opinion, be harmful to the physical, intellectual or spiritual well-being of the pupils attending such school.

(b) Before withdrawing the registration of a private pre-primary school under paragraph (a), the Minister shall in a written notice addressed to the proprietor or governing body of such school—

(i) notify the proprietor or the governing body of the proposed withdrawal;

(ii) furnish the reasons for the proposed withdrawal; and

(iii) afford the proprietor or governing body the opportunity, within the period specified in the notice, to comply with the said requirements and conditions.

(c) If the proprietor or governing body fails to comply with the said requirements or conditions within the time referred to in paragraph (b) (iii), the Minister may withdraw the registration of the school concerned with effect from a date determined by him.

(3) If the registration of a private pre-primary school is withdrawn, the proprietor or governing body may re-apply for registration after having taken the necessary steps to ensure that the relevant registration requirements or conditions are complied with, or that the circumstances referred to in subregulation (2) (a) are improved or eliminated, as the case may be.



DEPARTEMENT VAN ONDERWYS EN KULTUUR
DEPARTMENT OF EDUCATION AND CULTURE

ADMINISTRASIE: VOLKSRaad
ADMINISTRATION: HOUSE OF ASSEMBLY

NATALSE ONDERWYSDEPARTEMENT
NATAL EDUCATION DEPARTMENT

Navrae:
Enquiries:

Verw.: 1/3/3
Ref.:

Tel.: (0331) 942351

Natalse Onderwysgebou
Natal Education Building
Privaatsak X9044
Private Bag X9044
Pietermaritzburg 3200

1990 6. 12.

The Executive Director
Natal Teachers Society
178 Florida Road
DURBAN
4001

Dear Sir

PRE-PRIMARY SCHOOL REGULATIONS

Thank you for your letter dated 3 May 1990.

In terms of section 26(1) of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988) a private pre-primary school may apply in writing to the Head of Education to be classified for subsidy purposes as a departmentally controlled pre-primary school. The regulations pertaining to the classification (for subsidy purposes) of private pre-primary schools as departmentally controlled pre-primary schools are contained in regulation 3 of the Regulations relating to the Registration, Classification and Subsidization of Private Pre-primary Schools, promulgated in Government Notice No. R.698 which is contained in Government Gazette No. 12381 dated 30 March 1990. It is clear that although a private pre-primary school may be classified as a departmentally controlled pre-primary school, it remains a private pre-primary school after classification, but the requirements for classification, etc. must be complied with. However, in terms of section 26(4) of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), the persons employed in teaching posts at departmentally controlled pre-primary schools are deemed to be employed in teaching posts at departmental institutions.

In terms of section 12(1)(a) of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), the Minister may establish and maintain public

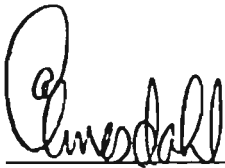
pre-primary schools./



pre-primary schools. Port Natal Pre-primary, Tee-See Pre-primary and Stepping Stones Pre-primary Schools are the only public pre-primary schools of the Natal Education Department. The Regulations relating to the Registration, Classification and Subsidization of Private Pre-primary Schools (Government Notice No. R 698), therefore, do not apply to public pre-primary schools.

The staffing ratio mentioned in regulation 4(2)(c) of the Regulations relating to the Registration, Classification and Subsidization of Private Pre-primary Schools (Government Notice No. R.698), is a requirement for a private pre-primary school to be complied with before such a private pre-primary school may be considered for a subsidy. It is quite clear that this staff ratio requirement does not apply as a condition or a requirement for registration as a private pre-primary school. It is also clear that this staff ratio requirement is not a requirement for a private pre-primary school wishing to apply to be classified as a departmentally controlled pre-primary school.

Yours faithfully



EXECUTIVE DIRECTOR : EDUCATION

HOUSE OF ASSEMBLY

ORAL REPLY

OWN AFFAIRS

QUESTION NO. 3

QUESTION DAY 1990-05-29

Mr R M Burrows to ask the Minister of Education and Culture:

- (1) Whether the number of pre-primary teachers employed in schools subsidized or controlled by his Department was directly related to the number of pupils in those schools by way of a pupil/teacher ratio laid down in terms of the provincial ordinances prior to April 1990; if not, according to what criteria was the number of teachers established, if so, what was the pupil/teacher ratio laid down in these ordinances;
- (2) whether the termination of the services of pre-primary teachers in Natal was effected in accordance with the provisions of any ordinances; if not, why not; if so, in accordance with which such provisions;
- (3) whether he will make a statement on the matter?

REPLY

(1)

CAPE : Yes, 23:1

NATAL : yes, ± 23:1

OFS : no, posts have been created taking available funds into consideration

TRANSVAAL : yes, ± 20:1

(2) the services of no permanent teachers in the preprimary phase were terminated

(3) no.

HOUSE OF ASSEMBLY

WRITTEN REPLY

OWN AFFAIRS

QUESTION NO.

126

Mr R M Burrows to ask the Minister of Education and Culture:

(a) How many pre-primary teachers had their services ended, in the pre-primary phase, in each of the provincial education departments at the end of 1989 and (b) how many such teachers were re-employed by the provincial education departments in other phases?

REPLY

| | (a) | (b) |
|-------------------|-----|-------------|
| Cape | 2 | 1 |
| Natal | 0 | falls away |
| Orange Free State | 0 | falls away |
| Transvaal | 0 | falls away. |

(Figures are for permanently appointed teachers only).

HOUSE OF ASSEMBLY

WRITTEN REPLY

OWN AFFAIRS

QUESTION NO. 127

Mr R M Burrows to ask the Minister of Education and Culture:

(a) How many teachers who are being paid by the State are in employment in pre-primary schools in each of the four provincial education departments, (b) how many such teachers are employed on a permanent basis and (c) in respect of what date is this information furnished?

REPLY

| | (a) | (b) | (c) |
|-------------------|-----|-----|-------------|
| * Cape | 451 | 409 | 1990-05-21 |
| Natal | 354 | 240 | 1990-05-22 |
| Orange Free State | 173 | 101 | 1990-05-01 |
| Transvaal | 704 | 634 | 1990-05-18. |

* Teachers attached to pre-primary classes at ordinary departmental schools are not included.

=====

VOLKSBRAAD

— I —

ASSEMBLY

Copies: MEMBER : TRANSLATORS : FILE : DATA : PRESS

=====

29 MAY 90

TAPE: 53

DISK: 48

TAKE: W.2

Question 2

| | |
|--|---|
| DINSDAG SE DEBAT TERUGGESTUUR TE WORD OP Voor 18h00 | TUESDAY'S DEBATE DIE BACK ON THURSDAY By 18h00 |
|--|---|

Question 3

Mr R M BURROWS: Mr Chairman, arising from the hon the Minister's reply, I would like to know if he can indicate to me whether the number of teachers appointed per number of pupils in the first part of the question were all permanent, or permanent and temporary, and if so, why he is only concerned that no permanent teachers ^{services} were terminated [?] ~~in question 1~~.

Die MINISTER VAN ONDERWYS EN KULTUUR: Mnr die Voorsitter, die antwoord is eenvoudig. Die agb lid het al so dikwels hieroor gepraat en hy soek nou iets sinistर्स daaragter wat nie daar is nie.

Feit is, al vier die provinsies het aan die hand van bepaalde regulasies kragtens die ordonnansies die preprimêre onderwys ^{befonds} uit die beskikbare

VOLKSRAAD

— I —

ASSEMBLY

Copies: MEMBER : TRANSLATORS : FILE : DATA : PRESS

29 MAY 90

TAPE: 54

DISK: 49

TAKE: X .1

- MINISTER VAN ONDERWYS EN KULTUUR (verv):

die begin van Januarie het die Direkteur van Onderwys in Natal besê
hy met sy beperkte fondse sy onderwysdepartement op die beste manier
moes bedryf. Hy het dit toe goedgevind om by die preprimêre
onderwys, wat nie verpligte onderwys is nie, 'n bietjie geld weg te neem
om net 80 preprimêre poste laat verval, wat almal tydelike poste was
om in daardie tydelike onderwysers gedien het.

Hy is met ander woorde nie sprake daarvan dat hy 80 mense se diens
beëindig het nie. Die 80 mense wat in daardie tydelike poste was se
kontrak het verstryk, en die kontrak is net nie weer hernu nie omdat d
= meer poste was nie. Dit is waarom ek die klem daarop laat val.
Niemand het skade gely nie.

Kan daardie agb lid verseker dat, as my geheue my nie parte speel r
van daardie 80 mense wat in hierdie onderwysposte gestaan het, ^(dies slegs 23) ^{nie} ^{nie} ^{nie}
onderwysposte beklee hetsy in 'n skool of in primêre onderrig of waar
took al mag wees.

Die Raad verdaag om . . . : . . .

le benow

Pre-primary NM, 29/5/90 teaching probe

Political Correspondent

THE Department of Education and Culture is looking for alternative ways of financing pre-primary education, Minister Piet Clase announced during a mini-debate yesterday.

Included among options being considered by the department was a 'non-compulsory bridge year curriculum' for five to six-year-old children.

Mr Roger Burrows, the Democratic Party MP for Pinetown, had asked whether the minister would consider extending to all children a year's pre-primary schooling.

He pointed out during the debate that educationists had established that the pre-primary years were vital to intellectual development.

Mr Clase said the provision of pre-primary education 'has become almost unaffordable'.

Mr Burrows said experienced pre-primary teachers should not be retrenched.

29 / 5 / 90

NATAL MERCURY

Natal pre-primary



teachers association

c/o Natal Teachers' Society
78 Florida Road
Durban 4001

15 May 1990

MEMORANDUM FOR THE NEC MOTIVATING THE REJECTION OF THE PRIVATE PER CAPITA
SUBSIDY SYSTEM FOR NATAL PRE-PRIMARY SCHOOLS

THE LOW ROAD IN NATAL EDUCATION ?

In 1987, the NEC voted unanimously to retain the provincially-controlled model of pre-primary education.

In October 1988, the NEC was asked for input on the new draft regulations and unanimously recommended changes to the proposed regulations on pre-primary education.

On the 30 March 1990, the regulations were published. They ignored almost all the NEC recommendations.

June 1990 - It now appears that the NEC will be asked to consider the introduction of a private per capita subsidy system for pre-primary education. We wonder if this is intended to be a case of mere 'rubber-stamping', as the Minister has stated that the per capita system was approved, in principle, by the Ministers' Council in November 1989.

The acceptance of this model would spell the demise of the present provincially/departmentally controlled model of pre-primary education and would completely contradict the NEC's vote of 1987.

Natal is particularly vulnerable because the provincially/departmentally controlled system of pre-primary education predominates:

- * 85% Provincially/departmentally controlled schools - teacher subsidised
- * 10% Private pre-primary schools - unsubsidised
- * 3% Government/state pre-primary schools - fully subsidised
- * 2% Private subsidised

Provincially/departmentally controlled pre-primary schools receive a subsidy in the form of salaries for some teachers. Only the private pre-primary schools currently receive no subsidy ie. only 10%.

The Minister has stated that:

"Pre-primary education is one of the more fast growing sectors of our education system and because of a historic differentiation in the funding of different categories of pre-primary schools, there has been a marked inequality in the distribution of available funds, with many worthy institutions and children receiving little or no funding."

The per capita subsidy system may result in a more equitable distribution of funding in the Transvaal, which has approximately % private pre-primary schools (subsidised or unsubsidised), 26% state pre-primary schools (totally subsidised in terms of land, buildings, secretaries, domestic staff, supplies and teaching staff) and 11% departmentally controlled schools.

Natal Teachers' Society

78 FLORIDA ROAD, DURBAN 4001 • Telephones (031) 303-1308/9 • Telefax (031) 239-637



75th ANNIVERSARY 1915-1990

21 May 1990

The Honourable P J Clase
Minister of Education & Culture
Pvt Bag 9051
Cape Town
8000

Dear Sir

re: NATAL PRE-PRIMARY EDUCATION AND THE PROPOSED INTRODUCTION OF PRIVATE PER CAPITA SUBSIDIES

Since 1987 we have been increasingly disturbed by developments with regard to policy and state commitment to pre-primary education. Mr Burrows (MP) recently contacted our Association for input as to how we saw the proposed private per capita subsidy model affecting the Natal pre-primary system.

With reference to your letters to Mr Burrows dated 30 March 1990 and 3 May 1990 (Annexures I & II) and statements made by the Supt. General Mr de Villiers Terblanche as quoted in 'Mondstuk' and Education News (Annexures III & IV) we would like to place on record our concerns, and seek clarification on certain matters :

A. AVAILABLE FUNDS

Your letter of 30 March :

"The assurance has publicly been given that the present monetary allocation to pre-primary education will not be decreased and that the service conditions of present incumbents of pre-primary posts will be entrenched."

The Supt. General quoted in Education News :

"The Department of Education and Culture has, because of the importance of pre-primary education, always made funds available for that phase and he could see NO CHANGE in approach in future.

"Equally, however, any additional funds from his Department are unlikely, despite the growth in demand for pre-primary education."
(Annexure IV)

We understand that at present approximately R73 million is spent maintaining pre-primary provision within the House of Assembly education system on a national level. We also believe that this represents less than 2% of the education budget for that department.

Do we understand from the statements quoted above that :-

- i) Each province is going to continue to receive the same proportion of the national pre-primary budget that it has in the past ?
- ii) The budget is going to remain in concrete terms at approximately R70 million and not be inflation linked ?

- iii) In real terms the financial provision for pre-primary education will dwindle annually ?
- iv) The per capita subsidy will be less than a teacher salary subsidy ?
- v) Subsidies will have to be applied for annually and will only be paid quarterly and retro-actively ?
- vi) The amount of subsidy could vary from year to year according to the vagaries of the budget ?

These factors will obviously have a serious impact on a school's ability to budget, or plan in the longer term. At present, while still receiving a teacher salary subsidy, for the majority of teachers in the phase, quarterly fees in Natal pre-schools vary from R120 - R180. Those paying private teachers additional to NED staff have fee structures of R185 - R350 per term.

If per-capita subsidies mean a reduction in the amount of subsidy received by schools, fees will escalate to a point that many parents will not be able to afford. This will result in dropping enrolment, lack of financial viability, de-registration and closure of recognised schools, with a limiting of access to pre-primary education.

Salary subsidies have not only ensured the maintenance of qualified professional staff in schools, but have been seen as a long-term structured financial commitment (inflation linked), on the part of the Education Department.

It is on the basis of this understanding that the present provincially-controlled system developed and in terms of an understood 'partnership', the parents of Natal have invested + R40 million in pre-primary institutions over the past decade.

B. A MORE EQUITABLE DISTRIBUTION OF AVAILABLE FUNDING

"Pre-primary education is one of the more fast growing sectors of our education and because of an historic differentiation in the funding of different categories of pre-primary schools there has been a marked inequality in the distribution of available funds, with many worthy institutions and children receiving little or no funding." (Annexure I)

This statement might have real relevance for the Transvaal which has about 60% of its pre-primary schools registered as private pre-primary institutions minimal subsidised (R85 per capita subsidy per annum) or totally unsubsidised and over 20% fully subsidised by the TED in terms of land, buildings, supplies, domestic and secretarial staff as well as teaching staff; with the remaining schools being provincially controlled.

However, this is not the case in Natal. From the outset, the Natal Education Department elected to develop a provincial pre-school system, based on one model (the provincially-controlled pre-school) which was designed to :

- a) distribute funding equitably amongst registered pre-schools;
- b) maintain a uniformly high quality educational programme throughout the province (by staffing the schools with well trained NED teachers, most of whom hold a minimum M+4 qualification);
- c) develop a partnership with parent communities whereby the NED would be responsible for the payment of teachers salaries according to a given pupil-teacher ratio and the parent community would bear financial responsibility re owning or renting school buildings, the payment of secretarial and domestic staff, educational equipment and supplies and all other day to day running expenses.

(Note: The only fully subsidised provincially owned pre-schools were those attached to teacher training colleges.

In recent years 7 schools have registered as private pre-schools in Natal and are at present unsubsidised. However, these schools could be accommodated with the provincially-controlled system, by rationalising teacher-pupil ratios between existing provincially-controlled pre-schools in the province.

It seems tragically short-sighted to impose an inflexible central model where it is both inappropriate and unnecessary. It also seems somewhat illogical, at a time when your Department is looking to create greater flexibility in other educational phases by offering options in terms of models additional to the existing system, that you would seek to simultaneously impose a single, centralised, 'final solution' model on the pre-primary system.

The mere linear expansion of educational provision in any phase does not guarantee that benefits will be equally distributed. (This is amply shown by the crisis in black high school education where the percentage matric failure rate is higher than it was some years ago, despite the millions of rands invested in this sector and the acknowledged expansion of provision that has taken place.)

C. TEACHING STAFF

Ultimately the benefits to be gained from any education system are a reflection of the quality of the teaching staff in that sector.

With reference to your statements :

"We believe that instead of it being a retrogressive step a greater number of pre-primary children, also in Natal, will gain from the proposed change in the system of funding. This could also lead to more involvement of the private sector, and of a greater demand for pre-primary teachers and pre-primary schools. (Annexure 1)

"An additional advantage of the per capita subsidy model is the fact that a more equitable distribution of funds should result in the establishment of more pre-primary schools which in turn should create the opportunity for more children to benefit from this important facet of education. It also implies the need for more highly trained pre-primary teaching personnel." (Annexure 2)

And that of Supt. General de Villiers Terblanche quoted in 'Mondstuk' (Annexure 3) :

"Die invoer van so 'n model oor 'n aantal jare sal beteken dat, namate tydelike poste en permanente poste wat vakant raak, uitfaseer, die fondse aangewend sou kon word as 'n per capita-subsidie aan alle pre-primêre skole wat volgens bepaalde vereistes daarvoor kwalifiseer. Die per capita-betaling aan die skole sal sy maksimum eers na etlike jare bereik wanneer alle onderwysposte in pre-primêre onderwys die verantwoordelikheid van die skole se bestuursrade geword het."

Our response is as follows :

- i) As noted, in Natal there is no long list of pre-school institutions awaiting subsidy. Most urbanised areas are fairly well served and the lack of schools in certain rural areas will not alter due to the introduction of a per capita subsidy system.
- ii) The strength of the present system is the quality of its teachers.

A per capita subsidy system as described by the Supt. General requires that teachers ultimately all be employed by parent committees.

Pre-schools cannot be seen as 'private' schools in the same way as some primary and secondary schools are; as -

- i) Pupil numbers are limited and the average school size is approximately 100 children. (This does not make for cost-effective units.)
- ii) Parent committees at pre-schools serve an average term of 2 years while their children are pupils at the school. The provincially-controlled schools are not owned by individuals, but are owned by parent associations registered as non-profit making companies. The members of these associations change from year to year. In these schools the continuity in terms of both educational quality and the schools relationship with the local community is maintained by the Principal and teaching staff.
- iii) Investment in pre-primary schools is not a priority with the private sector as
 - there are no tax benefits
 - it does not have the same prestige
 - in the South African context there is little reason to support white or largely white institutions when the need is obviously greater in the black sector.

Therefore 'privatisation' in this context is misleading and should be stated as 'desubsidisation' with associated cost increases for parents.

Committed as most of our members are to the aims and philosophy of pre-primary education, highly trained professional teachers cannot be expected to work in a non-professional environment employed by constantly changing parent committees with inferior conditions of service to teachers in other sectors.

We are already struggling to fund sufficient trained teachers to employ as 'locum tenens' or to teach in the few private posts we currently have in our schools, because they find the unstable job situation in pre-schooling at present professionally untenable. In 1989, 26 teachers, including 5 Principals resigned, in addition to the large-scale cut-backs by the NED.

If private per capita subsidisation is introduced it will mean the de-professionalisation of the pre-primary system and this will give rise to the exodus of many of the most talented and motivated teachers. (There is already substantiated evidence of this trend)

No-one in Natal stands to benefit from the introduction of this system, and over 10,000 children presently in the provincially controlled schools, stand to lose the quality of their present experience.

D. POSITION OF PERMANENT STAFF

With reference to points made by the Supt.General as reported :-

- * Amongst the possibilities for financing pre-primary education in future, as examined by the ad hoc committee, was the movement away from a salary subsidy to a per capita subsidy for all schools.
- * That approach would have to take into account that
 - there would be an educationally more accountable distribution of funds amongst pre-primary schools;
 - schools meeting registration criteria must qualify for a per capita subsidy;

- adequate provision must be made in less wealthy areas;
- the provision of permanently appointed teachers in the service of the provincial departments must be protected;
- a per capita system would take a number of years to phase in.

This means that, as temporary posts and permanent posts become vacant, they will be phased out and the funds involved used to provide per capita subsidies for all qualifying schools. Eventually, after many years, this per capita subsidy will reach its maximum and all posts will be the responsibility of school committees and communities.

The Supt.General stressed that existing post-holders were to be protected IN THOSE POSTS. (Education News (Annexure IV))

And to your statements

"no teacher on the staff establishment of the Provincial Education Departments will be deprived of his or her post as the posts of all permanent teaching staff will be entrenched and those of temporary teaching staff will only gradually be phased out and replaced by means of a per capita subsidy paid to the specific pre-primary school."

"The assurance has publicly been given that the present monetary allocation to pre-primary education will not be decreased and that the service conditions of present incumbents of pre-primary posts will be entrenched."

The stress given to the position of permanent post holders causes us great concern. The Natal Education Department has not offered any permanent teaching posts in the pre-primary phase since 1987 when the Ad-Hoc Committee on Pre-Primary was constituted.

This phase also underwent large scale cut-backs of temporary staff in 1984 and 1989. Despite the fact that these cut-backs reduced our pool of teachers, only 56.5% of present staff are in permanent posts. (This includes Principals) There are only 36% post level one teachers on permanent staff and 64% temporary. Compare this with the Cape pre-primary phase that has over 80% permanent staff and the Transvaal with over 70% permanent posts.

These permanent post holders are not distributed evenly between schools or about the province.

A few schools have 3 or 4 permanent members of staff, while in many schools the Principal is the only permanent staff member.

Do we understand from your statement and that of the Supt.General that permanent teachers are protected in their posts - ie their present posts not in permanent posts per se ?

Does this mean that, if the private per capita subsidy model were introduced:

- i. A school which historically has a fully permanent staff, will continue to receive salary subsidies while its less fortunate neighbours will only receive the Principal's salary and a per capita allowance ?
(If this scenario is accurate it will mean that the distribution of funding will be more inequitable than ever before and discriminatory funding will be the order of the day.)
- ii. If the Principal holds the sole permanent post in a school and parents cannot acquire, or afford to maintain qualified teaching staff as a result of the per capita subsidy system, would the Principal's post become redundant as her school would not meet registration criteria ?

iii. Could all members on temporary staff be 'phased out' at a single point in time ?

E. AD HOC COMMITTEE

"For these reasons an ad hoc committee on which all partners of education served, was appointed in 1987 to investigate all aspects of pre-primary education. Consensus was reached that the best way to reach such a way that more children would benefit from pre-primary education, would be to switch over gradually to a system of a per capita subsidy. This was approved in principle by the Ministers' Council in November 1989 and strategies for implementation will now be discussed with the partners and the provincial education councils." (Annexure 1)

We have serious reservations about your description of the Ad Hoc Committee in terms of its claims to represent 'all the partners of education'.

Some representatives of various 'partners of education' were called together on that Committee, and at first glance it would appear that it was democratically constituted - however :

- members were told that the proceedings were confidential and so there was no official report back to constituencies.

If Natal delegates to that Committee did reach consensus on the issue, it could only be because they did not fully realise the impact it would have on the Natal system, as they were not able to consult with parent and teacher expertise within the system, or that they were constrained by an unrealistic brief.

F. ADDITIONAL MODELS (Announced in Parliament 23 March 1990)

Your letter 3 May 1990 states :

"With regard to the opening of provincially-controlled pre-primary schools to all race groups, you are referred to the announcement made by me in Parliament on 23 March 1990. The two models will be put to the Provincial Education Councils, the Teachers Federal Council and the Federation of Parents Associations of South Africa for consideration and recommendation." (Annexure II)

We find this reference confusing.

We understood from previous statements that your Department was looking to move all pre-primary schools onto a system of private per capita subsidisation. No parental option appears to have been offered and the move is not linked to the question of 'open schools'. If this system is implemented, the provincially-controlled schools will cease to exist and so we cannot see the basis on which they are referred to the proposed 'optional' models.

We infer from your statement that the private per capita subsidy system proposed for the pre-primary phase is a version of Model A ? (Model B is obviously inapplicable)

If this is the case, we have grave reservations as to the amount of per capita subsidy that would be available to pre-schools.

In terms of statements by the Supt.General, we understand the elements of the proposed pre-primary private per capita subsidy model be as follows :

| | |
|-------------------------|--|
| Land & Buildings | Parentally owned or rented |
| Controlling Body | Parent Committees - no departmental representation |
| Education programme | Departmentally approved |
| Appointment of Teachers | Parent Committees to appoint |
| Payment of Teachers | Parent Committees |

Table A : Basic elements of Proposed Private Per Capita Subsidy Model for Pre-Primary.

Model A (described as a private per capita system of Parental Choice, coupled to Privatisation) is linked to possible subsidies of 0%, 30% and 75%, (we presume of the total state cost of educating a child in a given sector). Eligibility for the different subsidies is said to be dependent on the degree of Departmental involvement in the Schools concerned.

Table B - reproduced below - was circulated by our local Parent Association 'PANNO' in order to elucidate the criteria on which a 30% or 75% subsidy would be based.

Table B :

| | 30% | 75% | RELEVANT CRITERIA FROM TABLE A IN RESPECT OF LEVEL OF SUBSIDIES FOR PRE-PRIMARY SCHOOLS |
|-------------------------|--------------------------------|---|---|
| Curriculum | Approved Syllabus | Same as for public schools | Approved syllabus |
| Controlling Body | No Departmental representation | Departmental representation | No Departmental representation |
| Buildings & Grounds | Minimum requirements | Same as for public schools | Parental responsibility already |
| Appointment of Teachers | Schools make Appointments | Appointments subject to Departmental approval | Schools to make appointments |

Does this mean that pre-primary schools would be restricted to a 30% subsidy, in terms of the model that your Department intends to impose on them ?

Provincially-controlled pre-primary schools currently receive a salary subsidy.

The total salary bill of teachers in an educational institution is said to be almost 80% of the total running cost. Schools who still have a full complement of Natal Education staff are therefore receiving an 80% subsidy and those employing additional staff, a subsidy of between 60 - 75%.

This means that a 30% subsidy system would result in fees having to more than double (ie R360 - R800 per term), which would place pre-schooling out of the reach of a majority of parents.

Summary of Questions

- * Is each province going to continue to receive the same proportion of the national pre-primary budget that it has in the past ?
- * Is the budget going to remain at approximately R70 million and not be inflation linked ?
- * In real terms will your Department's financial provision for pre-primary education dwindle annually ?
- * Will the per capita subsidy be less than a salary subsidy ?
- * Will per capita subsidies have to be applied for annually and only be paid quarterly, retro-actively if granted ?
- * Could the amount of per capita subsidy vary from year to year according to the vagaries of the budget ?
- * Are permanent post holders going to be protected in their present posts and not in permanent posts per se ?
- * Will a pre-school that has a fully or largely permanent staff continue to receive salary subsidies for those incumbents ?
- * Will schools that only have a single permanent post be expected to pay the rest of the staff out of a per capita subsidy ?
- * If the Principal holds the sole permanent post in a school and parents cannot acquire or afford to maintain a qualified teaching staff as a result of the private per capita system, will the Principal's post become redundant as the school no longer meets registration criteria ?
- * Do the parents of existing provincially controlled pre-schools have the option to accept or reject the proposed private per capita subsidised system ?
- * Is the private per capita subsidised model proposed for pre-primary schools a 'version' of Model A ? If yes -
- * Are pre-primary schools excluded from the 75% subsidy category ?

CONCLUSION

We are all very aware that South Africa is undergoing rapid change at every level.

Education should play a vital transformational role in a new South Africa. It therefore does not seem the right time to dismantle effective systems.

We contend that the education system of the future of South Africa will not be the present one, which emphasises an expensive lock-step and often inappropriate mass progression to matric - higher grade, standard grade or lower grade.


While fully endorsing the need for appropriate high school education in the interests of economic development, we believe that the reality of black education needs will require an emphasis on pre-primary and primary education in the near future.

Pre-primary education is of particular relevance in a multi-cultural environment - to act as a catalyst and 'buffer-zone' between differing home environments and the state schooling system.

To alienate and dissipate major sources of pre-primary expertise at this time does not seem to be in the interest of the country.

We request an urgent reply as we have circulated Natal Education Council members with our concerns and wish to have matters clarified before the Council meets on 11/12 June 1990.

Yours faithfully



G. KEDIAN
President

Copies to:

Director: Natal Education Department
T.F.C.
PANNO
Members of the Natal Education Council

included in NEC Agenda: June 1990

MEMORANDUM ON THE FINANCING OF PREPRIMARY EDUCATION

1. AIM

To provide the Provincial Education Councils with information regarding the future financing of preprimary education and to ask their advice regarding a system of gradual transfer from a salary subsidy to a per capita system.

3 years
all
not
1 year

2. BACKGROUND

2.1 Under the previous education dispensation funds for preprimary education were voted by the Provincial Councils. Since April 1986 funds have been provided by the DEC from an allocation based on the number of pupils from Grade 1 (Sub A) to Std 10. At present there is no provision for the extension of preprimary education from this source. As a result, education departments also have to make provision from available funds for this recognised, though not compulsory facet of education.

2.2 So, for example, during the 1988 financial year an amount of R53 million was utilised within the Department of Education and Culture for preprimary education.

2.3 An ad hoc committee, consisting of departmental officials, members of the organised profession, the organised parent associations and other experts, was established in July 1989 in order to make an in-depth investigation into aspects of preprimary education. Serious attention was given, amongst other things, to the financing of preprimary education. Consideration was given to the involvement of the state in preprimary education, especially in view of the fact that the money available for education is limited. Consequently attention was given to alternative uses of available funds in the best interest of preprimary education.

by using structures

(X)
No TPA.
No small
or not
best:

ie withdrawal from salary payment.

3.3 The ad hoc committee therefore considered various alternative ways in which the funds needed for preprimary education might be generated, and also gave attention to ways in which an equal distribution of funds could be effected.

3.4 The following possibilities were considered: *there also 5 year old year.*

3.4.1 The maintenance of the status quo. This was unacceptable to the committee since it makes no provision for expansion and the problem of the unequal distribution of funds remains unsolved. *Ad Hoc reported to 1 Feb 1989. Quo. St.*

referred back: Had to provide for increased provision without additional funding

3.4.2 The generation of additional funds from levies by the Administration : House of Assembly. Such a system does not exist at present.

3.4.3 A changeover from a salary subsidy system to a per capita subsidy system for all schools, by using funds presently within the system.

3.5 After careful consideration the ad hoc committee decided that the alternative under 3.4.3 was the most viable since it would effect the most educationally accountable distribution of funds among bodies providing preprimary education.

3.6 The following considerations will apply in the event of this model being introduced:

3.6.1 The R53 million, which, according to the rand value of 1988, was within the system in that particular year, is used as a point of departure for the annual expenditure on preprimary education, adapted according to the current value of the rand.

→ R73. M. 1989-90 budget.

Uneven distrib of perm. staff impl. 4 -

WED.
3 1/2 years
NED staff only 56 per posts

3.6.2 The position of permanent teaching staff on the establishments of the provincial education departments remains entrenched. When an incumbent vacates a post in the normal course of events, such a post is phased out and a per capita subsidy is phased in, in the course of time.

82 posts to go by 1st Jan 1961
3.6.3 In the same way temporary staff are gradually phased out and a per capita contribution is paid to the school. NED has already started - & n gradual

3.6.4 Schools which meet the registration requirements laid down will be able to apply for a per capita subsidy.

Bureau of registration

3.6.5 The per capita subsidy for a pupil will be effected according to a sliding scale, based on the gross income of both parents or the average income per family. In other words the parents' ability to pay will be taken into account.

unworkable

3.6.6 In order to assist those preprimary schools controlled by the department during the transition phase, not all temporary posts will be simultaneously transferred from the establishment of the department to the schools. This will take place over a bridging period of 3 years, as indicated in the table below:

TABLE

| NO. OF TEMPORARY POSTS AT SCHOOL | YEAR OF TRANSFER | | |
|-------------------------------------|------------------|----------|----------|
| | 1ST YEAR | 2ND YEAR | 3RD YEAR |
| | 1989 | 1990 | 1991 |
| 6 | 1 | 2 | 3 |
| 5 | 1 | 2 | 2 |
| 4 | 1 | 1 | 2 |
| 3 | 1 | 1 | 1 |
| 2 | 0 | 1 | 1 |
| 1 | 0 | 0 | 1 |

The progress may be slower in departmental schools than in preprimary schools controlled by the department (private schools). The transfer of posts will take place on 1 January of the year concerned.

Why
discrim
against
most
Natal
Schools

3.6.7 The per capita subsidy reaches its maximum when all permanent and temporary posts have been transferred to the establishments of the schools.

4. CONCLUSIONS

4.1 Teachers appointed in a temporary capacity are gradually transferred from the establishment of the provincial education departments to the establishments of the preprimary schools, but the position of permanent staff remains entrenched.

4.2 The per capita subsidy system, will be effected on a sliding scale, based on the gross income of the family.

4.3 All state preprimary schools and private preprimary schools which meet the requirements for registration will be able to be considered for a per capita subsidy. *No guarantee*

4.4 The management councils of preprimary schools may, in cooperation with the local parent community, apply to the provincial education department concerned to make use of unutilised classroom space in existing state primary schools at a reasonable rent. *mean: Utilised like this over their families*

4.5 The management councils of preprimary schools will have to be fully informed of the full implications of the per capita subsidy model.

5. PERSONNEL IMPLICATIONS *When? Oct/Nov. when they intend to introduce it in Jan 1991. Many Schools have already done their acceptances for 1991!*

5.1 The position of the present incumbents of permanent posts remains entrenched. When such a person leaves a post, the financing of the post becomes the responsibility of the management council concerned. A bridging period is permitted.

5.2 There will be a gradual transfer of temporary staff to the establishment of the controlling body over a period of 3 years. *euphemism!*

6. FINANCIAL IMPLICATIONS

who says parents can afford them specially as per capita subsidy is only to be paid quarterly retro-actively.

The annual expenditure on this model is calculated at R53 million according to the 1988 rand value. By using these funds more effectively, and with unused buildings being made available and increased contributions from parents and the private sector, preprimary education can be maintained and possibly even extended.

basis of all effective educ is effective teachers

arguments

No studies done People only now realize that if we'll do

7. LEGAL IMPLICATIONS

7.1 Section 26 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), need not be amended to make the phasing out of temporary posts possible. The Minister can merely abolish such posts. If the controlling body of the school then wishes to appoint an additional teacher and remunerate her from their own funds, such a teacher is appointed outside the approved establishment.

implications for Nkhal

(and if they can't - schools don't meet registration requirements)

7.2 The gradual changeover to the new model of per capita subsidy may in time lead to there being departmentally controlled preprimary schools which receive both a salary subsidy and a per capita subsidy during the bridging period. In order to make provision for this, Section 26 (5) of the Education Affairs Act, 1988 (Act No. 70 of 1988), will have to be amended to allow a school to receive both a salary and a per capita subsidy during the bridging period.

need

*12
25%
prop.
educ
part*

7.3 Consideration could be given to a possible amendment by means of a notice in the Government Gazette of the policy proclaimed in terms of Section 1B of the National Education Policy Act, 1967 (Act No. 39 of 1967) in order to make provision for a teacher to work off her study debt by means of service at a private school, including a private preprimary school.

8. OTHER DEPARTMENTS

8.1 Affected
None

8.2 Consulted
None

9. RECOMMENDATION

The Provincial Education Council has noted the information provided and advises the Minister as follows:

Natal pre-primary



teachers association

CENTRAL BRANCH

18 March 1991

c/o Tree-Tops P.P. School
P.O. Box 50155
MUSGRAVE
4062

Dear Colleagues,

This is going to be a long letter - but we feel that you need to know exactly what is going on.

As the 1st term draws to a close we are expecting the N.E.D. to make an announcement on staff cuts. The N.T.S. has informed us that almost the entire cut (in excess of 600 posts) is to be made in the "auxiliary services" i.e. pre-primary, remedial, psychological services, special education, etc. At present there are about 350 teachers in our pre-primary system who are employed by the Natal Education Department - they intend to cut at least 50% of these posts!

The decision to cut these posts is in no way related to the impending introduction of the private per capita subsidy system. This decision has been taken by the Natal Education Department in an attempt to protect the compulsory phases (particularly high schools) for as long as possible in the face of diminishing funding related to a funding formula known as the "B" factor.

All four white Provincial Education Departments operate in terms of this formula which links the number of pupils in the compulsory phases, to funding and hence to the number of teaching posts available in each Department. Natal has traditionally had an "enriched" education provision - a legacy from the days when the Provinces operated under autonomous Provincial Councils and Administrations. In Natal, education was regarded as a priority and supplemented with funding drawn from other sectors e.g. Roads, Hospitals, Housing, etc. As a result, Natal's current provision reflects a "B" factor of 1.58, which is far more favourable than that experienced by the Transvaal or Orange Free State. The Cape, like Natal, is "enriched" and faces similar problems. Apparently a decision has been taken at Central Government level, that all white Education Departments have to move to a "B" factor of 1 by 1994 (a 3 year period). This will necessitate the N.E.D. cutting back over 2100 posts during that 3 year period. They have been instructed to move to a "B" factor of 1.4 by the end of 1991 - hence the 600 posts that need to be abolished.

While we appreciate the Natal Education Department's dilemma regarding "B" factor requirements, we nevertheless feel that their planning strategies are tragically short-sighted. The massive cuts of 50% about to be made to the pre-primary phase, added to cutbacks experienced by many schools in 1984 and 1989, reflects a cumulative cut of 66% of N.E.D. staffing in these schools. This will place the financial viability of many schools in question and so it cannot be regarded as a cutback, but must be seen as the destruction and dismantling of the Natal pre-school system itself.

2/

The Executive Director - Education has stated in the Natal Education Council, that in the future only the five year old year is likely to be subsidised. Faced with the realities of population & the limitations of state funding, this would appear reasonable.

As a pre-school phase we might well have to accept that only five year olds would be subsidised in terms of teachers salaries - however, our schools are being destroyed without allowing us opportunities for creative adaptation.

Consider the following:-

1. Our present enrolments and age groupings reflect dictates received from the N.E.D. in the past.
2. Pre-schools, unlike those in the compulsory sector, have never been given the opportunity to vote on Models for Open Schools. Irrespective of the convictions of parent communities, (many of whom are already subsidising the school almost 50% in terms of total costs) pre-schools have no autonomy to admit children of other races. Each child has to be applied for on an individual basis, in a charade that is time consuming and often embarrassing for the Principal, Management Committee and prospective parents.

Given the opportunity to re-arrange age groupings (over a period of a year or two) many schools could cut out their 3 year old groups and either serve a 4 and 5 year old population or have an exclusively "bridging" school focussing on 5/6 year olds. This is particularly feasible in an open-schools perspective.

This would mean that the majority of teachers in the school would still be subsidised by the state and the "school readiness" year would be extended to a far wider group of 5 year old children.

It seems, however, that the planners and decision makers are deliberately placing at risk the survival of pre-school education (which will be vitally needed in a non-racial state education system) in order to protect current high school structures.

When considering the future of the South African education system, it is widely acknowledged that the state will not be able to subsidise a 12 year education for all, as has been the case in the white sector. Funding is likely to be channelled into a seven or eight year system focussing on primary education, with an emphasis on numeracy, literacy, communication and life skills. The traditional high schools will be radically trimmed to provide only for those of academic ability. Other pupils will feed out of primary education into a variety of more vocationally orientated training/ education programmes. These, like high schools, are likely to bear a greater fee load and in addition to state subsidies will require funding and support from those sectors of commerce and industry which benefit from the knowledge/skills produced.

The primary system will be the focus of state funding and the job of junior primary teachers, in particular, will become increasingly demanding. Class sizes are expected to be 40+ and pupils will be drawn from different language and cultural groups and will exhibit great variations in their readiness to adapt and benefit from formal education as a result of differences in environmental stimulation.

Without the support of pre-primary education (plus remedial assistance) the success of junior primary education is likely to be severely circumscribed.

We believe that, in the near future, qualified pre-primary teachers teaching school readiness groups, should be paid by the state irrespective of whether they are teaching the children in reception classes attached to primary schools, or in our present facilities.

Pre-primary education can play a meaningful role in establishing an effective Formative Phase (i.e. a 4 year module to establish basic literacy, numeracy, communication and life skills). To dismantle viable structures and lay off scarce teaching expertise that will be vitally needed in the future is to adopt a "lemming-like" attitude to the future!

In an attempt to alert people to the crisis in Natal education, the N.T.S. has called on the State President to declare a moratorium on education and to arrange for interim funding to be made available, so that no further staff cuts take place until the many racially-based education departments have been rationalised under a single Ministry.

The Natal Teachers' Society (N.T.S.) has gained the support of several influential sectors i.e. The Financial Mail, The Urban Foundation and The Metropolitan Chamber of Commerce.

The N.T.S. has also made a clear commitment to formative phase education and is totally opposed to the dismantling of schools and the loss of teaching resources.

On a more local level, the N.P.P.T.A. has also been active. A sub-committee has spent the past few months preparing a document which emphasises the vital importance of pre-school and junior primary education entitled "The Formative Phase - The Foundation of the Future". This document is currently at the printers and will soon be distributed to business leaders, political groupings, educationists, etc. A copy will also be sent to each pre-primary school and it is the responsibility of the Principal to:-

- a) Share the contents with members of staff and hold discussions.
- b) Ensure that members of the School Management Committee have opportunities to read and discuss it.
- c) Bring it to the attention of parents.

Other strategies are being developed and you will be hearing more from us in the near future - both directly and in the press.

N.A.P.P.S. (Natal Association of Pre-Primary Schools) has also been busy. Shane Majoor, the Durban Branch Chairman, had a valuable meeting with the Chamber of Commerce, who will be publishing items on the importance of pre-formal education in their bulletins.

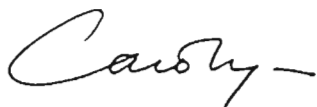
Pre-primary education has been living under threat for sometime, but things have never looked quite as bleak as they do at the moment.

It is ironic that Natal, which always prided itself on having the best pre-school system in the country, may well destroy those structures before the threat of private per capita subsidisation even becomes a reality.

I'm afraid we can't give any assurances that will make you feel more cheerful - things ARE gloomy. We have, however, shown ourselves to be "bitter einders" and because many of us believe in the importance of pre-school education to the extent that we can't just give up and be philosophical about the dismantling of the phase - the battle will continue.

I don't expect you to feel full of vim and enthusiasm - years of uncertainty have battered morale - but whatever energy you do have, focus it on informing people of the threat to pre-primary and lobbying support in all quarters, keeping staff informed and "nutured" and perhaps, most important, for one's sanity and sense of purpose - focus on the children. Despite what is happening - let them have the best year ever.

Sincerely,



CAROLYN ROBINSON
Chairlady

P.S. - At the A.G.M. of the Central Committee of the N.P.P.T.A. held in Pietermaritzburg on 9/10 March 1991 the following Office Bearers were elected.

| | | |
|-------------------------|---|------------------|
| Past Chairlady | : | BARBARA DANIEL |
| Chairlady | : | CAROLYN ROBINSON |
| Vice Chairlady | : | MAUREEN THOMPSON |
| Secretary/ Treasurer | : | COLLEEN THATCHER |

Barbara Daniel stepped down as Chairlady as she will be overseas on long leave in the second term when we expect things to start hotting up!



DEPARTEMENT VAN ONDERWYS EN I
DEPARTMENT OF EDUCATION AND CULTURE

ADMINISTRASIE - VOLKSRaad
ADMINISTRATION: HOUSE OF ASSEMBLY

NATALSE ONDERWYSDEPARTEMENT
NATAL EDUCATION DEPARTMENT

Navrae:
Enquiries:
Verw.: 7/1
Ref.:
Tel.: (0331) 942351

Natalse Onderwysgebou
Natal Education Building
Privaatsak X9044
Private Bag X9044
Pietermaritzburg 3200

6 March 1991

Mr Roger Burrows MP
House of Assembly
P.O. Box 15
CAPE TOWN
8000

Dear Mr Burrows

PRE-PRIMARY SCHOOL FUNDING

With reference to your letter dated 13 February 1991, I can provide the following information and comments.

1 STAFF RATION

Of the 109 pre-primary schools presently registered with the NED, 3 are government schools attached to training colleges (staff employed by the NED in accordance with the ration quoted below + a monetary allowance based on the number of pupils + domestic charges are paid by the NED), 94 are provincially controlled (staff employed by the NED in accordance with the ration quoted below), 2 are subsidised (per capita subsidy paid by NED), and 10 are private (no expenditure for the NED involved).

TEACHER RATION SCALE FOR PRE-PRIMARY SCHOOLS

| PUPILS | TEACHERS |
|--------------|----------|
| 1 - 24 | 1 |
| 25 - 48 | 2 |
| 49 - 96 | 3 |
| 97 and above | 4 |

This ration scale was implemented in January 1990 and will remain unchanged for the duration of 1991.

Currently the NED has 334 pre-primary posts at government and provincially-controlled pre-primary schools. Approximately 8% of the incumbents are on leave (vacation, illness, etc.) at any one time, and have to be replaced by locums, which involves a double salary held against each such post. This means that the NED currently employs on average about 360 PP teachers.



2 EXPENDITURE:

The most accurate figure of expenditure on pre-primary education for the 1990/91 financial year that I can quote, appears below. Please note that as we are still in the 1990/91 financial year the amounts have been obtained by taking the known expenditure to date and projecting it forward to cover the full year.

The rand for rand contribution by the state towards staff pensions has not been indicated as this is not paid by the NED.

| | |
|---|--------------------|
| Teachers' salaries/benefits: | R15 278 296 |
| Monetary allocation: (three government schools) | R 75 640 |
| Estimate of domestic charges: (three government schools) | R 36 000 |
| Per capita subsidy: (two subsidised schools) | R 10 688 |
| Total expenditure on PP education: | R15 400 624 |

3 NED INTENTIONS:

For the duration of the 1991 academic year the present situation regarding PP education will remain unchanged.

Owing to the severe financial restraints imposed on the Natal Education Department considerable adjustments will have to be made with effect from January 1992. The scope and nature of these adjustments are presently being investigated in conjunction with the two professional societies, but I am certain that no section of the NED will remain unaffected. This includes the provision made for pre-primary education.

The only firm decision taken to date is that Tee-See Pre-Primary School (a government school attached to the Natal College of Education) will be closed as no students are being trained for the pre-primary phase at NCE. There is a possibility of its re-opening as a private school.

I wish to assure you that the profession will be informed immediately of any decisions taken.

Yours sincerely



EXECUTIVE DIRECTOR: EDUCATION

NATAL EDUCATION DEPARTMENT

PRESS RELEASE BY THE EXECUTIVE DIRECTOR: EDUCATION

It is incumbent on the NED to pursue the current policy of rationalisation, the purpose of which is parity of educational provision among white education departments. The following actions will be implemented w.e.f. 1992-01-01.

1. *Pre-primary schools.* A survey has revealed that 50% of pupils attending these schools in Natal are in the pre-school year, the balance being 3- and 4-year-olds. It is our belief that the onus is on the parent community to pay for all 3- and 4-year-olds, but that the Department in terms of its consistent support of pre-primary education could, as long as financially possible, continue to provide assistance for the immediate pre-school group - this despite the fact that no pre-primary pupils are taken into account in the formula which determines the number of teaching staff which the Natal Education Department may employ. Accordingly a 50% reduction of staff quotas (approximately 165 posts) will be applied and school management councils will be advised individually of their revised staff allocations.
2. *Remedial education,* which has previously been provided over and above the approved staff allocation, will be incorporated into the normal staff allocation as is the practice elsewhere. Separate remedial schools will be closed and pupils who require specific remedial education will receive this through trained remedial specialists allocated to specific schools throughout the province. This will effect a reduction of approximately 135 posts.
3. *Extra-curricular music schools* will be reduced by approximately 50% (24 posts) as a first step towards privatising this service. As these lessons do not in any way affect the curriculum or pupils taking music as an examination subject, it seems appropriate that parents should in future pay for this type of additional tuition.
4. A re-organisation of various facets of the Head Office staff will lead to a reduction of approximately 30 posts.
5. In addition to the above specific changes, a further reduction of approximately 300 posts will come about as a result of:
 - i anticipated changes at the three colleges of education;
 - ii a re-organisation of the school sector by means of amalgamation of schools and the closure of under-utilized facilities; and

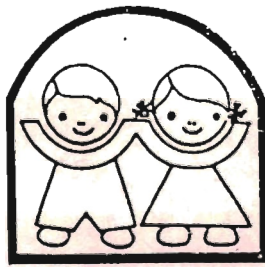
- iii the implementation of amended staff allocation tables applying to all schools and resulting from an inter-departmental investigation. Details of these changes are likely to be available only after the start of the third term.

As a result of these changes the Natal Education Department will have brought its educational establishment into line with the system operating in the other three provincial education departments run by the Department of Education and Culture: House of Assembly. Because the emphasis is, as far as possible, away from the classroom situation, focussing more specifically on auxiliary services and eliminating unnecessary duplication, we are confident that the high standards achieved in this province will be maintained.



A B OLMESDAHL
EXECUTIVE DIRECTOR: EDUCATION

natal pre-primary



teachers associatio

CENTRAL BRANCH

c/o Tree Tops Pre-Primary School
P.O. Box 50155
MUSGRAVE
4062

Mr A.B. Olmesdahl
Executive Director: Education
Natal Education Department
Private Bag 9044
PIETERMARITZBURG
3200

Dear Mr Olmesdahl

RE: STAFFING CUTS : PRE-PRIMARY PHASE

In the light of your announcement on staffing cuts reported in the Saturday News on 23 March 1991, we wish to bring the following matters to your attention.

Effects OF TEACHER CUTS

The 165 post which are being lost to the Pre-Primary Phase represent 50% of our present teaching force. As a result of previous cutbacks, this in effect means that 66% or two thirds of the teachers originally employed by your Department in the larger departmentally/provincially-controlled pre-primary schools will have been laid off. This brings into question the financial viability of many Pre-Primary Schools and we face the strong possibility that they will not be able to continue to operate as educational institutions. The loss of specialist teaching resources and educational structures appears tragically short-sighted at a time when we are facing a new dispensation in which the success of non-racial State Schooling will rely heavily on the quality of its pre-school and remedial provision.

We appreciate the financial dilemma which faces the NED in its attempt to meet the requirements of the "B Factor", but wish to point out that the proposed cuts to Pre-Primary do not represent a proportional "trimming" of the staffing establishment, but a destructive dismantling of a quality system which contains the methodology, philosophy and teaching expertise required in developing a state-funded Formative Phase. It is becoming widely accepted that, particularly in the South African context, it is essential to introduce a state pre-school component to the Formative Phase in order to establish a common language base and to compensate for environmental deprivation. (We refer you to a recent paper by Dr. P. Verhoef, Chief Education Planner - Namibian Ministry of Education and Culture: Youth and Sport, which has great relevance in the South African context - see enclosure).

The implication that the staff cutbacks in pre-primary education

(which leave at maximum Principal + 1 teacher in each school) will bring about subsidisation of education for 5 year olds only is, we feel, misleading.

The decision to cut back to Principal + 1 teacher cannot be seen as a commitment to provision of education for 5 year olds, but must be seen as a mechanism to abolish NED teaching posts in this phase.

As noted, the imminent cutbacks place the future of many departmentally-controlled pre-schools in jeopardy. These schools are being threatened without ever having been given the opportunity to restructure in order to offer a 5 year old focused pre-school provision.

It is necessary to consider the following:-

- (i) Present enrolments and age groupings in our schools reflect NED dictates. Pre-schools have not been allowed to "weight" the admission of 5 year olds.
- (ii) Pre-schools, unlike those in the compulsory sector, have never been given the opportunity to vote on Models for Open Schools. Irrespective of the conviction of parent communities (many of whom are already subsidising schools by almost 50% of total costs) pre-schools have no autonomy to admit children of other races.

Given the opportunity to re-arrange age groupings (over a period of a year or two) many schools would cut out their 3 year old groups and extend their 5 year old provision. This is particularly feasible in an open schools perspective.

Ironically, Natal, which for the last decade has been widely regarded as having the best pre-school system in the country and which has maintained standards of excellence even in the face of steady erosion of provision, now faces the reality of having the most ineffective system in the country in terms of servicing and supporting state schools. The few pre-primary schools that survive will, owing to their fee structure, be elitist and are likely to primarily feed into the prestige private schools.

IMPLEMENTATION OF CUTS

If the proposed cutback is to Principal + 1 teacher across the board it will discriminate financially against larger schools, requiring them to levy fees far in excess of smaller schools (which may be operating in their area) in order to maintain their staffing complement.

We query how these cutbacks can be effected given the uneven distribution of temporary and permanent posts between schools and geographic regions. (This matter was brought to your notice on NTS delegation in 1989).

As a matter of urgency we require verification that only Principal + 1 teacher will be employed by the NED in each school

as from January 1992 or whether smaller schools will be reduced to only having the Principal paid by your Department

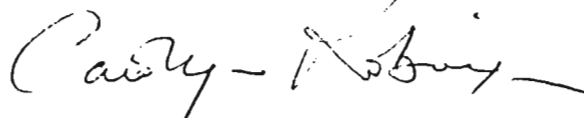
We also seek clarification on the following:-

- (i) Re: Permanent teachers in excess of the P + 1 teacher quota in each school
- * will they be transferred
 - (a) within the pre-primary phase?
 - (b) to another phase?
 - * will they be offered early retirement (redundancy)?
 - * what is the position of permanent staff members who have less than 10 years continuous service with the NED?
- (ii) Re: Loan teachers in blocked posts
- * will they be allowed to work out their contracts in pre-primary schools?
 - * will they be transferred into other phases?
 - * will they be laid off and be liable for repayment of their loans?
- (iii) Re: Principals appointed to Provincially/Departmentally-controlled Schools
- * what is their position if their school becomes financially unviable as a result of the NED cutback?
 - (a) will they be transferred within the pre-primary phase?
 - (b) will they be transferred to another phase?
 - If so, will personal promotion apply?
 - (c) will they be given early retirement with redundancy benefits?

DETAILED INFORMATION REGARDING CUTBACKS

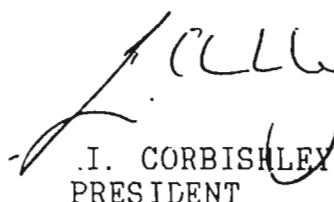
Although you have announced a cutback of 165 posts, teachers and Management Committees urgently require SPECIFIC details as to who will be affected in each school in order to facilitate planning. Pre-Primary schools accept pupils for enrolment for the following year in the preceding May and need to estimate their future viability in the light of intended cutbacks. We, therefore, require these details to be furnished by the end of April and so would appreciate a timely response.

Yours sincerely,



C. ROBINSON (MRS)
CHAIRLADY

Forwarded by the NTS



I. CORBISHLEY
PRESIDENT

c.c. Superintendents of Education: Districts
Principals/Chairmen: Departmentally Controlled Pre-Primary Schools.

NATAL EDUCATION DEPARTMENT

NATALSE ONDERWYSDEPARTEMENT

To: The Principal

Aan: Die Skoolhoof

The following press release with regard to the rationalisation of education, for your information.

Die volgende persverklaring met betrekking tot die rasionalisering van onderwys, ter insae.


EXECUTIVE DIRECTOR: EDUCATION
UITVOERENDE DIREKTEUR: ONDERWYS

PRESS RELEASE BY THE EXECUTIVE DIRECTOR: EDUCATION

It is incumbent on the NED to pursue the current policy of rationalisation, the purpose of which is parity of educational provision among white education departments. The following actions will be implemented w.e.f. 1992-01-01.

1. Pre-primary schools: A survey has revealed that 50% of pupils attending these schools in Natal are in the pre-school year, the balance being 3- and 4-year-olds. It is our belief that the onus is on the parent community to pay for all 3- and 4-year-olds, but that the Department in terms of its consistent support of pre-primary education could, as long as financially possible, continue to provide assistance for the immediate pre-school group - this despite the fact that no pre-primary pupils are taken into account in the formula which determines the number of teaching staff which the Natal Education Department may employ. Accordingly a 50% reduction of staff quotas (approximately 165 posts) will be applied and school management councils will be advised individually of their revised staff allocations.
2. Remedial education, which has previously been provided over and above the approved staff allocation, will be incorporated into the normal staff allocation as is the practice elsewhere. Separate remedial schools will be closed and pupils who require specific remedial education will receive this through trained remedial specialists allocated to specific schools throughout the province. This will effect a reduction of approximately 135 posts.

3. Extra-curricular music schools will be reduced by approximately 50% (24 posts) as a first step towards privatising this service. As these lessons do not in any way affect the curriculum or pupils taking music as an examination subject, it seems appropriate that parents should in future pay for this type of additional tuition.
4. A re-organisation of various facets of the Head Office staff will lead to a reduction of approximately 30 posts.
5. In addition to the above specific changes, a further reduction of approximately 300 posts will come about as a result of:
 - i) anticipated changes at the three colleges of education;
 - ii) a re-organisation of the school sector by means of amalgamation of schools and the closure of under-utilized facilities; and
 - iii) the implementation of amended staff allocation tables applying to all schools and resulting from an inter-departmental investigation. Details of these changes are likely to be available only after the start of the third term.

As a result of these changes the Natal Education Department will have brought its educational establishment into line with the system operating in the other three provincial education departments run by the Department of Education and Culture: House of Assembly. Because the emphasis is, as far as possible, away from the classroom situation, focussing more specifically on auxiliary services and eliminating unnecessary duplication, we are confident that the high standards achieved in this province will be maintained.

25 March 1991

INTERNAL DEPARTMENTAL MATTERS - NOT FOR PUBLICATION

ENQUIRIES: Mr L F Smit

CIRCULAR MINUTE NO.: 43/1991

EXPIRY DATE: 31 December 1992

REFERENCE NO. : S. 5/2/17

NATAL EDUCATION DEPARTMENT

26 April 1991

TO: PRINCIPALS OF PROVINCIAL AND PROVINCIALY CONTROLLED PRE-PRIMARY SCHOOLS

STAFFING OF PRE-PRIMARY SCHOOLS: 1992

- 1 Please refer to paragraph 1 of a press release dated 25 March 1991 which was sent to all principals for their information.
- 2 In terms of this press release the Department intended to decrease the staff provided to pre-primary schools by about 50% from the beginning of 1992 by supplying staff for the teaching of pupils in the pre-school year only.
- 3 As the number and proportional distribution of three, four and five year old pupils varies from school to school at present, a staffing scale based purely on pre-school enrolment, though supported by the NED, could at this stage be considered unequal and unfair.
- 4 It has accordingly been decided to adjust the declared policy by introducing a staff allocation scale for 1992 which is based on the total pupil enrolment. This scale will also result in an effective reduction of approximately 50%.
- 5 The scale is as follows:

| PUPIL ENROLMENT | STAFF FOR 1992 |
|-----------------|----------------|
| 1 - 30 | 0 |
| 31 - 79 | 1 |
| 80 and above | 2 |

- 6 It is important that the scale in par. 5 above be applied correctly:
 - 6.1 The allocation of staff is determined by the actual pupil enrolment which, in turn, may not exceed the official maximum registration as fixed on 31 March 1991.
 - 6.2 All pupils, irrespective of race, are included in the pupil enrolment. You are reminded, however, that the admission procedure for pupils of colour remains unchanged for the present.
- 7 An extra copy of this circular minute is enclosed. Please hand it to the chairperson of your management council for his/her information.


EXECUTIVE DIRECTOR: EDUCATION

CURRENT AFFAIRS

SANCTIONS

END IN SIGHT

The lifting this week of significant European trade sanctions against SA and the prospect of an early return to international sport are regarded by government as key developments in efforts to win back African support and bolster white morale.

White perceptions of change in SA have been sliding in recent months with spiralling violence and the world's apparent reluctance to "reward" President F W De Klerk for his reforms. Some senior Nationalists have privately expressed concern about the continuing erosion of party support to the Right. The lifting of sanctions is seen as an important counter to white fears for the future.

The EC's move, and positive noises from the International Olympic Committee about SA's participation in the Barcelona Games next year, are likely to undercut CP support on the eve of the Ladybrand parliamentary by-election on May 22. The CP won the seat by only 70 votes from the NP in 1989.

The NP is expected to use positive international developments to show voters the fruits of reform.

The party will warn that support for the CP implies a willingness to return to international isolation.

The CP, on the other hand, is expected to use its campaign on violence as a product of reform.

The NP will also exploit the CP document on negotiation leaked to the press last week. Though party leader Andries Treurnicht says the document — compiled by senior MP Jos van der Merwe — is not CP policy and is rejected by the executive committee, it clearly shows the tensions within the party negotiations.

The NP believes De Klerk's visit to rope next week could lead to other sanctions being lifted and the re-establishment of sports ties — which would be perfectly timed for the by-election.

Though the NP's prospects of winning back the seat are considered extremely slim at this stage, a strong showing against the CP — or even a win — would be a great asset for De Klerk.

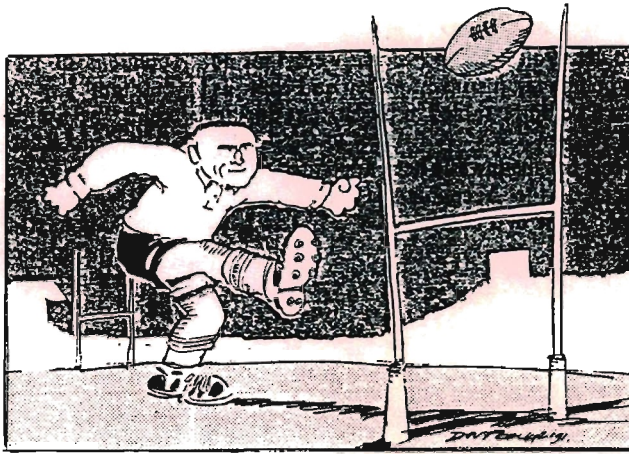
Foreign Minister Pik Botha says the return of SA to international sport in general and the Olympic Games in particular will be a major boost to De Klerk's nation building efforts.

If a black athlete wins an event I have no doubt that all South Africans would applaud and that's part of nation building, of the SA that President De Klerk wishes to

create."

Botha stresses, however, that this week's developments must be seen as another step towards a return to international sport, rather than the end of the road.

Botha concedes that violence is now the major obstacle to prosperity. "As far as I'm



concerned our international isolation is over. We now need to create a climate that will encourage investors to come here."

EDUCATION

LOOMING DESPAIR

If ever President F W de Klerk needed to back the reform process he has set in motion with firm action, it is now, before the country's education system breaks down beyond repair.

Minister of National Education Louis Pienaar has washed his hands of the drastic teacher cutbacks which come into effect at the beginning of next year, telling the *FM* (*Leaders* January 25) he is only responsible for "general policy."

At the same time the minister responsible for the white Department of Education & Culture, Piet Clase, seems determined to push ahead with his rationalisation process, despite numerous appeals and warnings of the consequences. Many educationists are convinced his department is working off a white education rationalisation plan drawn up in 1984, which ignores the certainty of a future single ministry of education. De Klerk and ANC deputy president Nelson Mandela agreed on this when they met last month to discuss education.

Late last year the Natal Teachers' Society wrote to De Klerk to ask him to intervene in the education crisis and call a moratorium on teacher cutbacks and the closing of facilities while the whole matter was investigated as a national issue. They are still waiting for a reply. NTS executive director Dave Ryman finds this disappointing.

As has been argued before, the destruction of the white education system is not about entrenching white privilege nor maintaining the status quo. Well-qualified teachers and

good facilities lost now will not be able to be replaced when the country converts to some form of equal national education.

It is unlikely that education for all children will get anywhere near equal with the brunt of the cutbacks falling on pre-school education.

The hard reality of the 50% cut in pre-school teachers hit home last week. Principals in Natal were officially informed by the Natal Education Department (NED) of the consequences of the cutbacks — on average, a big school (140 pupils) now employing six teachers and a principal will have to lose four teachers; a smaller school with a principal and two teachers will be left with only a principal next year.

Many of the 95 provincially controlled pre-primary schools in Natal will try to keep teachers marked for retrenchment — which, depending on the size of the school, will mean fee increases ranging between 40% and 100%.

In poorer areas, where parents cannot afford the increases, there are two options — the school will have to close or de-register as a preprimary school and become a play school. Present regulations require a preprimary school to have a ratio of 25 pupils to one qualified teacher to be registered as an educational institution.

The play school route could prove more expensive as Carolyn Robinson, of the Natal Preprimary Teachers' Association, points out. When VAT is introduced this year registered preprimary schools will be exempt but not play schools.

It seems certain that a number of preprimary schools will close next year. Many teachers — in Natal they have a four-year tertiary qualification in preprimary education, compared to three years in other provinces — will be lost to the profession for good.

The consequence, despite Clase arguing that the cutbacks are to try to equalise funding between white and black education, will be that preschool education becomes elitist.

The Natal Preprimary Teachers' Association put out a memorandum last week spelling out the importance of formative phase education in dealing with the education crises. One example: it finds that despite concern at poor black matric results there is a far more serious drop-out problem lower down the system, with more than 40% of children never attaining basic literacy and numeracy.

With 300 primary and high school teachers facing the axe in Natal this year, it is reliably learned that 25 primary and high schools in the province have been earmarked for closure over the next three years.

While this is going on, neighbouring Kwa-Zulu needs an estimated 23 000 qualified teachers and hundreds of schools.

If De Klerk does not do something soon, the country might find it does not have an education system to equalise when the time comes

A crisis in the classroom

12/5/91
Sunday
Tribune

IT seems that education, perhaps the most vital tonic for a healthy economy, is caught in the cobweb spun by apartheid education under the tricameral system — "own affairs".

As the country moves, inevitably, towards a single education department, and as the demand for education and training programmes grow, teachers are about to be retrenched in their thousands, schools are standing empty, pre-primary schools face closure, and training colleges are under threat.

The authorities have a word for these cut-backs: rationalisation. Many may ask, with some justification, what is rational about a policy that threatens the future of teachers and institutions when:

- The number of black grade one pupils is growing by between three and four percent a year?
- More and more teachers are needed to deal with the million-plus black pupils — more than the total number of white children at school — that begin grade one each year?
- There is a greater demand today than at any time for education facilities?
- There is a desperate need for a solid foundation in education (pre-primary) as the country moves towards a democratic future?

It is the state's function to deal with these needs. It should begin by reviewing the shortsighted rationalisation policy and find ways of utilising its "redundant" white resources — both material and human.

A solution must be found in the interests of all.

Retrenchments and fee hikes could leave 10 000 children no place to

CUTBACKS in Natal Education Department staff at pre-primary schools will place many of these schools on the brink of collapse, says Natal Teachers' Society spokesman on pre-primary affairs Carolyn Robinson.

Schools which originally had three NED teachers would only have the principal by the end of the year, Mrs Robinson said.

Shocking news for parents is that fee structures are set to rise to between R300 to R500 per quarter — beyond the reach of many parents.

Already, huge increases in pre-primary

NED pre-primary staff cutback puts schools on brink of collapse

Sunday Tribune 14/4/1991

school fees in the Transvaal — upwards of 160 percent — have been announced by minister of white education Piet Claes this week, to take effect from Tuesday, and it is just a matter of time before Natal follows suit.

Mrs Robinson pointed out that the recent announcement by NED executive director Arthur Olmesdahl that 165 pre-

primary teachers would be retrenched — about half the corps in this sector — as part of the 1991 rationalisation programme, failed to mention that a massive cutback of 82 teachers took place in 1989, so the real cut is 66 percent of the original complement.

These Natal schools cater for about 10 000 children.

"The expertise required as the basis for formative phase education — aimed at establishing numeracy and literacy — is being des-

Brian King

troyed," Mrs Robinson said. "We're facing an absolute disaster in education."

A memorandum compiled by the Natal Pre-Primary Teachers' Association this week asserts that Formative Phase education is a vital requirement, not only for the acquisition of basic literacy, numeracy and problem-solving skills, but also for bonding between different language and cultural groups.

While concern, it continues, is often expressed at the poor black matriculation results, "closer analysis reveals a far more serious drop-out and failure rate lower down the system, with more than 40 percent of children never attaining basic literacy and numeracy", the memorandum states.

"As in a building, unless the foundations of education are based on a quality Formative Phase Programme, the structure of formal education will be weak and ineffec-

tive, especially in disadvantaged communities."

"Research indicates that childhood, up to the age of seven, is a unique period during which the child develops an estimated one third of his total adult intelligence, as well as the core of his personality and social and emotional disposition."

Mrs Robinson pointed out that while the government and the ANC agreed that a 12 year state-funded system from class one to matric would not be feasible in the fu-

ture South Africa that the focus of or hopefully of state-funded should be numeracy, literacy, this was the area where pre-primaries played a vital role.

Meanwhile the creases at pre-primary in the Transvaal have been roundly criticised by both opposition parties.

"It's the start-saster for white education," CP Member of Parliament A Gerber said.

"Totally scandalous," said DP parliamentarian spokesman Rogers, saying that creases had been introduced without consultation and no provision had been made for the subsistence of children.

NTS - UPDATE:



STAFF CUTS

MEDIA STATEMENT BY MR P.J. CLASE, MINISTER OF EDUCATION AND CULTURE
(ADMINISTRATION: HOUSE OF ASSEMBLY) ON 29 MAY 1991

THE PROVISION OF EDUCATION IN NATAL

A moratorium can be placed on the accountable rationalisation programme for the provision of education in Natal which is presently being undertaken.

Measures to rationalise education are implemented because of financial considerations. As for many years the Natal Education Department has been financed on a more generous scale than other provincial education departments, there has to be a movement towards parity. Natal would have had to effect a saving of R63 891 000 if the financial allocation had been made in accordance with its oil numbers. However, in order to reduce the impact of a saving of this extent, an additional amount of R33 891 000 was made available to the Natal Education Department for the 1991/92 financial year. This leaves an amount of R30 million which, nevertheless, has to be reduced.

The practice of making additional funds available to the Natal Education Department will be phased out and this will have as a consequence further annual reappraisal of education priorities in the Natal Education Department.

For primary education for example has been particularly generously endowed in Natal. As pre-primary education is a form of non-compulsory education, rationalisation must also take place in this sector. If not, further rationalisation in the compulsory school sector will be required in order to ensure that the Natal Education Department does not exceed its budget in the 1991/92 Financial Year.

Advisory bodies of the Department have been consulted as widely as possible. In general there has been significant acceptance of unavoidable scaling down. However, the Natal Teachers' Society (NTS) which has been opposed to any form of rationalisation and has not approached the Minister through the correct channel namely the Teachers' Federal Council, the statutorily-recognised body whom the Department regularly consults, has conducted a public campaign against the Natal Education Department.

The closure of remedial schools within the province has been discussed with the affected partners, all of whom, with one exception, have accepted their acceptance of the alternative arrangements which have been made for the provision of remedial education within the NED.

The possibility that unutilised schools be made available to other departments responsible for education is continuously being investigated. As the Department of Education and Culture (Administration: House of Assembly) does not have the funds to operate the schools which are to be closed, the utilization of the buildings will be at least in part be related to the availability of funds of other departments responsible for education. The Department of Local Government, Housing and Works is responsible for the implementation of such decisions.

Rationalisation is not undertaken lightly and the communities affected by rationalisation in Natal are assured that every possible step has been taken to avoid the possible negative consequences of rationalisation. The financial realities which confront the Department leave no alternative to the course which is being followed.

NTS RESPONSE

In the background to the statement, Minister Clase says, "The NTS has conducted a vigorous and carefully orchestrated public campaign against the intention of the NED to rationalise education".

In praise indeed. It is also an indication that the avenues used have been more effective than recognised channels. The campaign will continue.

Minister however, fails to understand that the campaign is not against the NED but against the destruction of the educational structure and resources of this country and this region in particular.

The campaign is based on the fact that it makes no sense whatever to close schools and colleges of education and to retrench teachers in a country as a whole is desperately short of educational resources. It makes no sense to continue to deal with education on an ad hoc basis. The Walters Report saw this. The Education Renewal Strategies reports will endorse the NTS view.

Further action:

A meeting of NTS Principals will take place on 12 June 1991.

Meetings are being arranged with school Management Committees throughout the Province.

Firm proposals for action will be put to Conference.

The next phase of the campaign in which all members will be given the opportunity to be actively involved will be initiated on Friday 12 August.



MINISTERS' COUNCIL OF THE HOUSE OF ASSEMBLY

MINISTRY OF EDUCATION AND CULTURE

Reference number: 3/1/2/2/12
Tel. No.: (021)455412

Private Bag 9051
Cape Town
8000

12 June 1991

Mrs Carolyn Robinson
Chairman
Natal Pre-primary Teachers' Association
c/o NTS Headquarters
178 Florida Road
DURBAN
4001

Dear Mrs Robinson

EDUCATION PROVISION : NEED FOR A SOUND FOUNDATION

Thank you for your letter and memorandum in connection with Formative Phase Education. I have read the memorandum with interest, and wish to thank you for drawing to my attention aspects of the current debate on Formative Phase Education, as well as the viewpoint of your subject interest group.

The significance and essential nature of formative phase education - known by a variety of names in various countries - has been demonstrated beyond doubt. As you will appreciate, the nature of the debate then becomes not so much whether there should be formative phase education, but how best it can be implemented - and, in countries with scarce financial resources such as our own, what priority it should enjoy if not all educational priorities can be funded.

At present the Education Renewal Strategy is giving attention to a number of the matters raised in your letter, which implies that aspects of formative phase education are indeed being dealt with in a co-ordinated manner.

- 2 -

Thank you for providing me with your perceptions on the manner in which an affordable system for all South Africa's children can be developed.

I have also referred your letter to the Executive Director of the Natal Education Department for consideration.

Yours sincerely

A handwritten signature in dark ink, appearing to read 'P. J. Clase', with a stylized flourish at the end.

P. J. CLASE
MINISTER OF EDUCATION AND CULTURE

Natal pre-primary



teachers association

CENTRAL BRANCH

21 August 1991

Hon. P.J. Clase
Minister of Education
Private Bag 9051
Cape Town
8000

Dear Minister Clase

DOCUMENT: FORMATIVE PHASE EDUCATION: FOUNDATION FOR THE FUTURE

Thank you very much for your letter acknowledging receipt of the above memorandum.

We really appreciate your considered comments on the formative phase issue. We are fully cognisant of the limitations that finite financial resources place on educational provision, but feel the Formative Phase model we have advocated balances educational needs with economic realities.

Our Association has circulated the memorandum on Formative Phase Education to a variety of groupings- business, educational and political- as part of an "awareness" strategy, and has also recently submitted comment on the E.R.S via the Natal Teachers' Society.

Once again, thank you for your response.

I would like to take this opportunity to wish you health, happiness and fulfilment in your retirement.

Yours sincerely

Mrs C. Robinson
Chairman- Natal Pre-Primary Teachers' Association



DEPARTEMENT VAN ONDERWYS EN KULTUUR
DEPARTMENT OF EDUCATION AND CULTURE

ADMINISTRASIE: VOLKSRaad
ADMINISTRATION: HOUSE OF ASSEMBLY

NATALE ONDERWYSDEPARTEMENT
NATAL EDUCATION DEPARTMENT

Navrae:
Enquiries:
Verw.:
Ref.:
Tel.: (0331) 942351

Natale Onderwysgebou
Natal Education Building
Privaatsak X9044
Private Bag X9044
Pietermaritzburg 3200

28 June 1991

Mrs Carolyn Robinson
Chairman
Natal Pre-Primary Teachers' Association
c/o NTS Headquarters
178 Florida Road
DURBAN
4001

Dear Mrs Robinson

FORMATIVE PHASE EDUCATION

Thank you for copies of the document "Formative Phase Education : The Foundation for the Future" received by various officials of the Natal Education Department. Your association's dedication to the cause of pre-primary education, as well as the time and energy being put into research and the promotion of the ideal of a sound formative education, is highly appreciated.

The Natal Education Department is in agreement with the essentials of the information and arguments put forward by your association. Within the context of the present educational situation, we must also agree with the response to your document by the Minister of Education and Culture, namely that the challenge lies in the affordable provisioning of this important phase in the education of our children while also not losing sight of other important priorities.

However, regarding the course of action taken by the Natal Pre-Primary Teachers' Association in making a direct approach to the Minister of Education and Culture, it must be pointed out that it is desirable for subject associations to resolve their problems within their own teachers' societies and their executive departments.



The Natal Education Department is anxious to maintain a spirit of professional liaison and co-operation between itself, the various subject associations and teachers' societies. The discussion document, "Education Renewal Strategy", of the Department of National Education may serve as an example. This document provides a number of interesting possibilities for a future educational structure. Inputs from your association concerning issues in the document dealing with pre-primary education would be welcomed and would assist the Department in formulating informed comment which could then be forwarded to the authorities as a representative view from educationists in the province.

Yours sincerely,

Quesada

EXECUTIVE DIRECTOR : EDUCATION

Natal pre-primary



teachers association

CENTRAL BRANCH

19 August 1991.

Dear Mr Olmesdahl

RE: NPPTA Document on Formative Phase Education.

Thank you for your letter of 28 June regarding the above document.

We are pleased that the Natal Education Department is in agreement with much of the information and arguments put forward. Our Association is very aware of the need for "affordable provisioning" and this was one of the main reasons we promoted the idea of a formative phase module (containing a compulsory pre-school year as the first level) rather than a state funded 2 or 3 year pre-school system. Obviously we do not regard a single pre-school year as being ideal, particularly in a multi-cultural society where the introduction of a common language is of such importance. A single compulsory pre-school year for all children, however, is a considered response that attempts to balance educational needs with economic realities.

We feel that you have misunderstood our action in sending the "Formative Phase" document to Minister Clase. The document was written in order to create awareness of the importance of pre-school education, with a view to influencing educational debate and decision-making in the future.

It was not written as a response to any specific parochial "problems" and was not intended to be read in the context of NED structures. The model of Formative Phase education that we are promoting needs to be debated in a wide variety of fora and considered by various "stakeholders" if it is to have any chance of acceptance. With this in mind, we distributed the document to the Executive Directors of the hundred top companies in S.Africa, to other education departments, to Universities, Technikons and Training Colleges, to Newspaper Editors, to the full range of political groupings and to the NECC and thence to NEPI. We have more recently forwarded the document plus additional comment to the NTS for submission to the ERS research group.

In sending our document to Minister Clase we were in no way attempting to breach protocol as regards Natal educational issues. We also wish to maintain a spirit of professional liaison and co-operation and trust that you now understand our actions in this regard.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Cary R. [unclear]'. The signature is fluid and cursive, with a large initial 'C' and a long, sweeping tail.

NATAL EDUCATION WORKING GROUP

INTERIM REPORT OF THE COMMITTEE
ON PRE-PRIMARY EDUCATION
23 DECEMBER 1993

BACKGROUND

This committee met for the first time on 2 June 1993 and has held three further meetings. Membership of the Committee has progressively expanded in an attempt to make the process more inclusive. At present there are 25 members drawn from the 5 Education Departments operating in the region, the Teachers Associations, major N.G.O's working in the edu-care sector, Parent Associations, teacher training institutions and educators working in pre-primary schools and primary schools.

TERMINOLOGY

Although there is a large degree of overlap in terms of what is meant by 'edu-care' and 'pre-primary education', important differences should be noted.

Edu-care

'Edu-care' is an all-embracing term used to describe the care and education of children from birth to school-going age. It covers programmes which are home or institution - based, those which have a significant educational component and those that do not, and those in which children are under the supervision of trained and/or qualified teachers and those in which they are not.

Pre-primary education

The term 'pre-primary education' usually refers to institution-based programmes for children from 3 years of age to school entry. These programmes have a strong educational slant and are delivered by trained/qualified teachers. Most pre-primary schools are registered with education departments.

Reception classes

Classes that cater for children who turn 5 years of age (on or before 30 June) and are attached to primary or pre-primary schools registered with an education department. These classes are taught by qualified/trained teachers using developmentally appropriate methodology. Curriculum content includes 'school readiness' concepts.

Brief of the Committee

While the members recognised and supported the urgent need to extend pre-primary education and to expand and upgrade edu-care provision in the region, it was agreed that the Committee would focus its work on the reception class year, rather than the broad-spectrum of pre-school provision.

This decision was influenced by economic and political realities and human resource constraints.

It should, however, be noted that the Committee regards a single

reception class year as a minimum and not ideal provision.

THE REPORT OF THE NATAL KWA ZULU EDUCATION GROUP 1992

In this Report, key principles were formulated to serve as a framework for future development and reconstruction in education.

"Education is a basic human right" was identified as the first principle.

An implication arising out of this was seen to be:

"A school readiness programme of one years duration must be provided by the State immediately prior to the commencement of formal education."

(pg 1 chapt 1)

This position was further re-inforced in chapter 18 which states:

"A school-readiness programme of one year's duration is regarded as probably the greatest single need in the region in order to ensure that all children can benefit from the system of formal education."

(pg 57 chapt 18)

STARTING POINTS

The Committee supports this recommendation in its broad intention, but regards the term 'school readiness programme' as too narrow and mechanistic, as it does not encompass the holistic nature of early childhood education.

Consensus was reached on the following:

- i) The state school system should start with a reception class year. Children would enter reception classes in the year that they turned 5 (on or before 30 June)
- ii) Reception classes should not be viewed as a possible 'ad-on' component, but as the very foundation of the state education system.

As these classes would be an integral part of the school system it is suggested that terms like 'pre-school year', 'bridging classes' and 'school readiness classes' be avoided and the term 'reception class' be consistently used to avoid confusion in future policy debate.

- iii) Reception classes should be state funded.
- iv) Developmentally appropriate curriculum content and methodology must be ensured.

Methodology should be largely non-formal, activity based and child centred. It should not be a 'watered down' version of a formal class i.

- v) A national 'core-curriculum' should be agreed upon, but the

reception class programme should be flexible enough to accommodate regionally or locally specific content.

- vi) The aims and philosophy of reception classes should be consistent with the principles of sound pre-primary and edu-care practice in this country.
- vii) While stressing the vital need for the reception classes, members agreed that their introduction would not achieve educational transformation while the primary education system remained unchanged.

The international definition of 'early childhood education' is "education that takes place from birth up to 8 or 9 years of age".

(This encompasses what is currently described as pre-primary and junior-primary education.)

Up until 8 or 9 years of age children are in a concrete or transitional concrete/symbolic stage of conceptualisation.

A hands-on, activity-based approach to teaching and learning is vitally important at this stage to maximise educational gains.

The type of education experienced by a majority of primary school children in this country is alienating and undermines rather than enhances childrens natural confidence and problem-solving abilities. This leads to 'performance orientated' rather than 'mastery orientated' patterns of learning, and a failure and drop out rate of approximately 40% by the end of Grade 1.

Current education structures do not recognise the fundamental differences that exist between successful teaching and learning in early childhood education and that of later years, when children can operate largely on a symbolic or abstract level of conceptualisation.

For a reception class programme to maximise educational and social benefits, it must be part of an educational continuum in early childhood education. Marked disjunction should not occur between the pre-school and the reception class or between the reception class and junior primary classes.

The Committee recognised an urgent need to deconstruct the type of primary schooling experienced by the majority of children in the region.

RECOMMENDATIONS

In the light of the work undertaken by the Committee and the requirements of Phase 1, the following recommendations are made:

Policy:

1. Reception classes should be accepted as a fundamental and integral part of the state education system and should be provided for in future planning and development.

2. Funding of reception classes and junior primary education should be given priority within the education budget on the grounds of both educational efficiency and equity.
3. Policy should reflect these decisions and should be strongly advocated at regional and national fora.

Practice:

- i) The phase-in of Reception Classes and the upgrade of Junior Primary education should take place simultaneously. Planning should begin immediately with an introduction date of January 1995.

Strategies would involve:

- A) The wide-spread introduction of state-funded school-based INSET courses for junior primary teachers.

These courses would aim at extending teachers trained in an autocratic, didactic mould, in order to give them insight into more developmentally appropriate education practice and to introduce a more facilitative teaching approach.

It is recommended that such INSET courses:

- i) include an activity-based approach to 'school-readiness' concepts.
- ii) be based on ~~correspondence materials~~ ^{distance education programmes} drawn up by people who have credibility in their phase of education and approved by a representative and informed Committee.
- iii) include area based 'workshops' and 'seminars' timed to cause minimal disruption to education in schools.
- iv) lead to a certificate or diploma recognised for professional upgrade (ie a 2 year INSET course leading to a 1 year Certificate or Diploma)

(The most disempowered elements of the teaching establishment are usually found in the lower primary classes. These teachers are underqualified, inappropriately and undertrained, underpaid, under-resourced and have the largest class sizes.)

- v) be introduced initially at the Class 1 level and then progressively up through the junior primary phase. (Large scale upgrade programmes of this nature have been successful in many countries, including Botswana.)

Note: It is also suggested that experienced workers in the informal edu-care sector who have 5 year olds in their care, particularly those holding certificates of competence from registered NGO's operating in the region be granted

access to such school readiness courses. They should be permitted to enter INSET courses which could then serve as an entrance qualification to further teacher training.

Within local areas, Class i teachers should be encouraged to work with edu-care workers on components of the INSET courses to encourage 'networking' and to help bridge the gap between edu-care and the state education system.

B) Interim Lowering of Entrance Age for Class I Pupils

When Class i teachers have completed their first year of INSET training, it is recommended that the entrance age for children entering Class i be lowered by 6 months (ie anytime in the year they turn 6)

This move would serve as a 'stop-gap' measure until the establishment of Reception Classes.

C) PRESET training for teachers for Reception Class and Junior Primary Education.

It is recommended that:

- i) All approved PRESET and INSET courses should have national recognition.
- ii) PRESET Diploma courses be developed and introduced at all available teacher-training institutions wef 1995. Such courses should equip educators to teach from Reception Class through to Std 1 or 2 (a Diploma in Formative Phase Education)

Development of such courses should not be constrained to present M+4 structures, but should be more flexible and relevant, taking cognisance of financial realities, the number of teachers required and the needs of children.

It is suggested that full time college attendance be reduced and a larger in-service training component be introduced.

Matric as an entrance criteria for PRESET should also be reviewed as other measures of suitability/competence may have to be considered (at least for a period until greater equity in terms of access and provision of education is achieved).

D) Reception Classes (Physical facilities)

Although reception classes can be housed in existing pre-primary schools and education centres, there are relatively few of these institutions and they are situated mainly in urban and semi-urban areas.

The Committee therefore recommends:

- i) That reception classes be built on the sites of existing primary (or junior primary schools).
- ii) That all new schools being planned/or designed include reception class facilities.
- iii) That reception class units be standardised and designs and tenders invited for a low cost, flexible, modular system which can be easily transported and erected.
- iv) That erection of such units at prioritised schools should begin during the course of 1994.

The Class i and iii at most schools under KZ DEC are overcrowded and these units could house the class i children (which include the special early-age admissions and teachers undergoing INSET) until qualified reception class/formative phase teachers have been trained and fully fledged 'reception classes' are established.

The design could also be utilised for additional 'ordinary' classrooms in junior primary (lower primary) schools.

CONCLUSION

The majority of children in the region do not benefit from pre-primary education at this time, reception classes do not exist at most schools in the region and large scale INSET of junior primary teachers is not taking place.

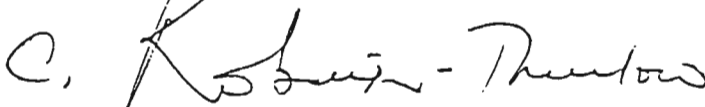
Therefore, in terms of current structures, it would appear that this committee has little to contribute in terms of recommendations under Phase i.

If, however, the focus remains only on current structures and processes, even for what may be assumed to be an interim period, a fixed mind-set is often created and the past has a way of re-inventing itself.

This sub-committee, therefore, tables these recommendations for immediate consideration and action, as extensive planning and preparation is required.

Our recommendations are being compiled into a discussion document (in English, Zulu and Afrikaans) which will be widely circulated in the region in late January.

Arising out of input received we hope to table a final report under Phase ii which will represent large scale consensus of all major players on this issue.



C. Robinson-Thurlow
Chairman