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# Education Policy

January 2014

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## 1. PREFACE

The COPE's education policy recognises that the education establishment as a whole must be provided with genuine incentives to be proactive in developing innovative policies in education. Through multi-level partnerships and networks, educators must take the lead in suggesting more effective policies and practices. Possessing the qualifications they do, educators do not have to wait for policies to come from the top. They must be active role players in the formation and evaluation of policies. If this were to happen, education policy would continuously be shaped at the cutting edge and that is how it ought to be. Many educators are continuously involved in research and writing and therefore they should have a hand in demonstrating that in South Africa it is indeed the people who govern.

The COPE education policy will provide for each of the different phases into which education is divided. Encouragement will be given to all educators to participate in professional organisations, and educational think tanks, so that ideas can emerge which will be of help in refining and tweaking the education policy. The world in which we live requires that we education meets the exigencies of the time. The worsening impact of climate change, the continuing hold that drugs and narcotics has on young people, the prevalence of teenage pregnancies, the increasing incidence of school violence, the lack of

participation in sports and the low uptake of Information Technology in every classroom will need inputs from educators, parents, children and the community at large. The wide scale use of IT in the classroom will receive the highest priority and all educators will be required to enrol for specialised IT programmes specifically developed by skilled educators for educators. Without communities taking direct responsibility for a host of serious and endemic problems, neither relief nor resolution will occur. COPE policy will require problems to be tackled on a district by district basis through the election of District Education Committees which will be supported by a multi disciplinary task force. The one policy fits all cannot possibly work and provision should therefore exist for each district to take responsibility, through democratic structures which are supported by the community. Committee members will only be permitted to serve single one year terms and they may only return to the committee after a lapse of a year. Policies approved by the committee will be endorsed with whatever modifications are necessary, on the spot, and implemented by all the district schools. The relevant departmental officials will need to be facilitators and not bureaucrats who impede implementation of policies. Monitoring and evaluation strategies will be in place to show how the districts are faring. When intervention is strongly warranted, the state will intervene. Where districts achieve success, they will receive greater freedom and support. The stick and the carrot method will be employed to ensure that there is democratic governance, maximum probity and total transparency within the District Education Committees.

Co-operative governance will underpin all policies.



## 2. MISSION

The mission of the Congress of the People is to ensure that the youth as well all adults enjoy access to excellent education so that:

- their full potential as human beings is realised;
- they have the requisite skills, particularly in respect of IT, that are marketable in the workplace;
- they can qualify for entry into tertiary institutions without impediments;
- they can obtain apprenticeships;
- they are able to have superior language skills to be able to read, speak, write and comprehend;
- they have a detailed understanding of the dangers of experimenting with drugs or practising unsafe sex;
- they understand the principles enshrined in our constitution which they should undertake to defend at all cost; and very importantly
- they are able to value transparency, debate, probity, democracy and ubuntu.

## 3. OBJECTIVES

The COPE education policy will strive mightily to achieve the following:

- Co-operative policy formulation with inputs and participation from all role players and interested parties;
- Democratic, transparent, accountable and innovative management of the department;
- The frequent and systematic benchmarking, development, implementation and evaluation of policies, programmes and projects through a wide ranging democratic, co-operative and collaborative process;
- The development of flexible, innovative and cost-efficient policies, programmes and systems for further education and training;
- The implementation of quality assurance systems;
- The involvement of the entire educational establishment in the design, development, maintenance and expansion of a Google type search engine catering for the full curricular and research needs of all learners and educators in South Africa;
- The recruitment and training of highly suitable candidates as teachers;
- The development of regulatory frameworks that encompass democratic, transparent and accountable processes and procedures to achieve the aims and objectives of the department of education;
- The development of South Africa's human resources, research and knowledge needs;
- The co-ordination and promotion of international co-operation in the sphere of education; international, national and provincial teacher exchange schemes; international collaboration on technology and curriculum, and other similar programmes;
- Developing support and advisory services on a collaborative and co-operative manner so that the wide pool of expertise within the whole education establishment is utilised for the benefit of education;
- Developing systems that will allow for greater direct involvement of communities in grouping schools together on a district by district basis to combat drugs, pregnancies, school violence, vandalism, lack of resources, absenteeism, malingering and to cater for sports, the internet,



libraries, arts, culture, field projects, and recreation.

#### **4. INTRODUCTION**

The COPE recognises the importance of education as a crucial factor in South Africa's economic development and the true emancipation of all our people. The development of human skills as well as the knowledge of the people promotes the quantitative expansion of educational opportunities as well as its qualitative depth. COPE views expenditure on education of the people, young and old, as an investment in human capital. In the Information Age, human resources constitute the basis of production. The development of the skills and knowledge of our people and how we value and utilise them effectively will certainly play a significant role in growing the national economy.

COPE believes that it is vital to the interest of the nation to make the right choices and to establish the right priorities and strategies in education, at every level, to achieve sustainable and equitable development. The substantial raising of literacy levels should be a national priority and the narrowest time frame should be set for the achievement of this goal. The use of radio, television and the internet should be employed to achieve this goal.

COPE policy will require an annual audit of the targets set under the Millennium Development Goals (MDGs) for Universal Primary Education (UPE), literacy and promotion of gender equality and empowerment (Gender Parity Index, (GPI) to be undertaken, publicly reviewed and acted upon decisively to meet deficits. As the public sector alone will not be able to fully meet the educational requirements of the whole school

going and undereducated population, each proposed District Committee will enrol volunteers from within the community to provide support to the undereducated to improve themselves. All school facilities will be made available after school hours and when not in use at other times to implement the programmes of the District Committees.

#### **5. ADMINISTRATION**

A COPE led administration will require that proper verification procedures be put in place to ensure that qualifications of applicants are checked for accuracy and non falsification and that due diligence is exercised in respect of what is claimed on a CV. All managers, as part of continuous growth, will be required to participate in an ongoing skills training programme to be undertaken in conjunction with a university providing long distance education. The need to fully understand the PFMA cannot be overemphasised. The PFMA seeks to promote a sustainable financial management culture in the public sector and to ensure that an effective use of government resources occurs. The monitoring devices allow for the measurement of outputs and of value received. COPE recognises that if the PFMA is being fully implemented, greater delivery will occur and wasteful and futile expenditure will not occur. All managers will also need to be thoroughly familiar with the Promotion of Access to Information Act, the Prevention of Corrupt Practices Act, the Financial Intelligence Centre Act and the Protocol on Corporate Governance in the Public Sector.

COPE undertakes to integrate the provisions of all of the above in a handbook for administrators so that the challenges regarding corporate governance are eliminated and the best risk management practices are



employed. All administrators, importantly, should only be able to continue in service on the basis of sound ethical and democratic conduct and if these are compromised in any way whatsoever it will be untenable for the administrator to remain within the service. Any appointment to any post within the government administration, at every level, will require a thorough knowledge of all of the above Acts and the Protocol on Corporate Governance in the Public Sector.

In the COPE led administration democracy, innovativeness, flexibility, responsiveness, transparency, accountability, integration, and delivery will have to be demonstrated. A pen pushing and paper shuffling bureaucracy will have to yield to implementation.

Each year in January, the Minister must place in front of the relevant Portfolio Committee a report that must evaluate how successfully the provisions of the PFMA and other applicable legislation and protocols were implemented within the full sphere of its influence. If corrupt practices had come to light or if futile and wasteful expenditure had occurred, the Portfolio Committee will have to ascertain who was culpable and require such a person or persons to come before it and to answer questions.

COPE policy will be totally, totally intolerant of Qualified Audit Reports. The administration must engender financial and legal compliance every moment of its functioning in order that ethical and efficient governance prevails. Where there is total compliance with the PFMA and the other requirements, by the management, there cannot arise situations where the Auditor General has to issue a qualified

report. Qualified reports should lead to consequences for senior administrators.

In line with what is happening in the private sector, the public sector should follow new management styles that are being advocated by researchers. Charles Handy, for example, advises that 'We used to think that we knew how to run organizations. Now we know better. More than ever they need to be global and local, small in some ways and big in others, to be centralized some of the time and decentralized most of it, workers to be autonomous and more of a team, and managers delegating'. Henk Volberda, while he is clearly addressing the business sector in his statement, is stating a point that is just as relevant for the public sector. He records that the 'Changing competitive environments are forcing companies in almost every sector to re-examine their organizational form. The new flexible firm facilitates creativity, innovation, and speed, while maintaining coordination, focus and control'. These ideas are even more relevant in state departments.

The modern administrator should be knowledgeable and especially so in respect of Information Technology. Within the management there should be ample provision for each manager to be able to act autonomously provided that professional standards and norms and values are strictly adhered to without exception. The personal commitment from a manager to serve the cause of the people of South Africa, faithfully and honestly, should be the benchmark striven for.

COPE recognises that a lack of democracy, transparency and accountability are bedeviling the administration of departments with intimidatory tactics often being used to silence individuals and to achieve



conformity. In such a climate corrupt practices occur. COPE would like to secure the autonomy of the manager and make sure that democracy, transparency and accountability prevail.

A COPE led administration will use the ICT forum that each Department will manage to encourage South Africans to expose corruption and inefficiencies. Those who are accused will be allowed due process and if found guilty, will have their services terminated and no exception will be made. Best practices in fighting corruption will be adopted after Parliament annually reviews the question of corruption within the administration. On all such occasions, an MP who does not belong to the ruling party will chair such a meeting and be responsible for finalising the report to Parliament. Parliament will have to act decisively on the report with all MPs being freed to act on their conscience and not according to party lines determined in a caucus.

Administration must allow for an optimal amount of decentralisation while ensuring that the unity of direction and purpose is always kept in clear focus. The implementation team must always work in close co-operation with the organisational team so that goals and targets are met according to prioritisation and time frames. The procedures for execution must be innovative, legal, transparent and synergistic. Quality control and financial management must be in place. The target for the service, if the target is identifiable, must evaluate the quality of the service as well as the value for money that was derived from it. This is very important.

COPE will require that administrators utilise staff potential in the fullest way possible so that morale, team spirit, initiative, synergy and drive are all boosted.

Effective integration is essential for effective government. Mutually reinforcing policies are essential to allow improved service delivery. An integration manager must regularly focus on inter-level and inter-departmental integration so that national, provincial and local government operate seamlessly and efficiently. The integration manager must also help to align the efforts of NGO's, the community and other stake holders so that optimal synergy will obtain. It is an absolute imperative that this happens and is seen to be happening.

COPE believes that all administrators should see their duties as exceeding those set out in the closed list deriving from the PFMA. The PFMA is there to ensure fiscal and ethical good behaviour which has become so much of a problem in the present time. Managers, who engender trust and set high standards of ethical, transparent and democratic behaviour for themselves, need not to be constrained by the requirements of the PFMA.

## **6. SYSTEM PLANNING AND MONITORING**

### **6.1 Education Human Resources Planning**

The COPE policy requires that focussed attention be given to teacher training, development and retention. The shortfall in the number of students enrolling for training and the failure to attract the brightest of the crop for a career in teaching has to be addressed through innovative means and appropriate incentives. Head hunting suitable trainees from among those completing their grade 12 studies will be done in earnest. In line with its determination to ensure that educators are happy in their profession, COPE will



audit the national agreement signed by members of the Education Labour Relations Council to gauge whether the implementation of the comprehensive system, to recognise hard work and good performance on the part of educators, had produced the desired results.

Career pathing for educators needs to be given continuous attention so that high quality educators remain committed and motivated. The 2006 programme implemented by the Department of Education to improve career pathing will need to come under review to ascertain its success. Likewise ongoing analysis will be undertaken on the salary progression system.

## **6.2 Information Monitoring and Evaluation**

The COPE policy will require that school management will need to be much more of a round table process than it has ever been. Once and for all the truth needs to be recognised that educators with superior qualification cannot realistically be expected to wait in line and middle age to assume a management post to deliver on their ideas and thoughts. New ideas and thoughts must inform our education on a continuous basis and the ideal of 'day by day making it new' should prevail. All educators should participate with those who are appointed as managers on a democratic, transparent and meaningful basis so that the managerial abilities of the younger educators can come to the fore. The idea that the people shall govern should manifest itself at all levels.

School evaluation has to be seen in the light of successful and innovative practices employed by educators to produce learners who are motivated, self-

sufficient, knowledgeable, well rounded and capable. The emphasis of any evaluation programme has to be on the extent of the success of educators in propelling the youth of our country forward using the tools of today and tomorrow to be prepared for all eventualities and all challenges. Evaluation should therefore focus on the school as a whole to gauge the quality of the following:

- language and number skills;
- science and technology education;
- wide scale use of technology for all purpose;
- thinking and analysis capabilities of learners;
- general knowledge;
- current affairs;
- sports and cultural attainments of learners;
- drugs and alcohol programmes;
- health awareness programmes
- participation in the life of the community.

School evaluation should have the feel and look of empirical research so that its outcome can be published as such and processed by all schools for the total benefit of all. Its findings and conclusions should also be able to stand up to the scrutiny of the academic establishment. Undertaking an evaluation on a district by district basis will allow for social, economic, cultural and political issues, impacting on education, to be considered so that whatever needs to be remedied can be attempted as a whole rather than in its parts. Government must be seen to be working as a united force for good.



### **6.3 Financial and Physical Planning and Analysis**

The COPE policy will require that the financial and physical planning analysis undertaken by the Department of Education be published so that economists, analysts and public representatives can scrutinise it to determine whether the conclusions are supported and whether the tax-payers money is yielding optimal results. If the people are to govern, suitable time frames should be established to allow for discussion and debate prior to adopting plans and programmes.

COPE policy will support the 'no fee schools' and consider tangible programmes to support learners in other schools who genuinely cannot meet school fees.

COPE will require that the audit of physical facilities and infrastructure covering 30 000 public education institutions be intensively studied in order that a five year programme can be planned and implemented in order to preserve what needs to be preserved and upgrade that which needs to be upgraded. This matter will not be left on the back burner. Innovative funding programmes will be devised with the full involvement of the public sector to ensure that the improvement of infrastructure proceeds apace.

## **7. PRE-PRIMARY EDUCATION**

The COPE policy recognises that the quality of staff, the richness of the environment, the consistency of schedules, and the direct involvement of parents all play an important role in the development of early childhood programmes. In order for real benefits to accrue from such programmes it is essential to have a child development curriculum in place with suitable

curriculum support for the best ways of creating and managing groups. The teacher, assistant, and parents should participate in the programme as partners.

Formal training for pre-primary educators has to be established with an emphasis on:

- psychology;
- child development
- health and nutrition
- child play
- creating and managing groups
- parent involvement
- cultural activities
- speech and drama
- school environment
- training an assistant
- first aid and elementary nursing

## **8. PRIMARY SCHOOL EDUCATION**

The COPE policy recognises that habits acquired in the primary school carry over into later life. For this reason it is important that speech, drama, vocabulary, reading, mathematics, good nutrition, exercises, sports and cultural activities are given the highest significance in the primary school. Cope also recognises that each District should ensure that all of its educational activities contain a moral education component. Moral education must not only be theoretical, but it must be a living manifestation which is given the highest recognition. The school and the district community must ensure that together they plan for and jointly undertake the realisation of the above attainments. Where the school leaves off, the



community must take over so that learners have a full day of activities.

Retired educators and anyone with spare time and special skills will need to be seen as community resources and invited to play a role. The school must belong to the community and the community must also belong to the school. The school management must provide visionary leadership and be accountable to the community. COPE policy envisions a situation where responsibility is devolved and access for educators, parents and learners to access to best practices is facilitated and available.

COPE policy will require that network access in every classroom becomes standard with peer mentorship and ICT training through courses and self-study being prioritised. As resources will not be available to equip every classroom from the public purse, the Department of Education will be required to seek donations of computers that are being replaced by individuals and companies so that these can be refurbished and distributed to schools. Each district will obtain refurbished computers of a similar make to facilitate maintenance.

Educators in each district will have to belong to subject committees where best current practices will be discussed. The use of technology to minimise record keeping and to facilitate testing and evaluation of learners will have to be optimally used to free the educator from tedious paper work.

Every district will need to develop and implement a District Drugs Policy. Learners will be required to be given the facts appropriate to their age and understanding regarding medicines, volatile substances, alcohol, tobacco and narcotics. Drug

addicts who have rehabilitated should be asked to come and share their experiences with learners so that they know and understand how children become hooked.

Every district must likewise develop and implement a Districts Sports, Recreation, Reading and Culture Policy. Young learners must have activities aplenty to engage them in wholesome and healthy ways. Once again, the resources of the district must be used optimally for the benefit of the children of the area.

The evaluation of the schools will take place on an integrated level and resemble a scientific research project. The results should not only be applicable to the district but to the country as a whole.

## **9. HIGH SCHOOL EDUCATION**

The COPE policy recognises that high schools have to focus on the importance of learning as a top priority. The guarantee of a secure, orderly and supportive environment is therefore essential. The optimal use of ICT is necessary to optimise learner achievement. The use of an Outcomes Based Approach is important as the outcomes that have to be mastered are set down in detail. COPE policy requires that learners have network access in order to study alone or in groups. The creation of a specialised Google type search engine will support the full curriculum in use in South Africa. Learners will thus be able to access information, clips, pictures, maps, data, questions and whatever else they need in real time.

Refurbished or rebuilt computers will be distributed to schools as they become available and each district will pool all of its resources, public and private, to allow for this goal to be realised. Learners need a challenging



curriculum in order that they are adequately prepared for the real world. The design of class rooms has remained much the same although everything else has changed. We therefore believe that for high schools to be really effective, they must offer alternative educational settings which are fully responsive to the educational needs of students. The active engagement of communities in a district must allow for the initiation of such changes and the department must expedite and facilitate requests for such change through community resources.

The school setting should likewise reflect itself as the epicentre of each community's educational, recreational and cultural activities. For this reason each should be in use for longer hours and for every day of the year with an appropriate management regime.

COPE policy requires that high school educators be provided with comprehensive and ongoing professional development so that operate at the cutting edge of technology. Once again peer mentorship programmes will need to be implemented and opportunities should be provided for learners with advanced skills to play dominant roles in the use of technology for learning, record keeping and testing purposes. The focus must never shift from the fact that high schools must adequately prepare students for post-secondary education in every possible way. Former learners from the school who are in tertiary institutions should be invited on a regular basis to tweak school practices so that they are more aligned to modern tertiary practices.

The District Committees must design, develop and implement programmes that give optimal opportunities to learners to know the Constitution of our country and

to become good citizens who value and respect others. Each district must as a collective take joint responsibility for ensuring that the youth of the area are growing up to become model citizens.

COPE policy requires that decisions concerning student learning and school operations should be decided upon in a collaborative manner with students, teachers, administrators, families, and community so that best practices obtain within the policies that are established. Learners have not only to learn theoretically but practically.

Self-learning and self testing are very important. Learners should not be content with keeping pace with others but should develop vocabulary and skills that will allow them to fulfil their God given potential. The specially developed Google style search engine supporting the South African school curriculum will enable learners to teach themselves and to test themselves and to acquire maximum learning. The role of the educator should be that of facilitator and adviser. Were learners experience problems, they should be grouped together and supported with intensive remedial measures. The COPE policy seeks to let those who can fly, do so while concentrating the educator's efforts in helping those who have learning difficulties.

The use of OBE should not be geared solely to producing learners who are more employable, but also in producing learners who can be creative and engage in arguments and debates with clarity of thought and confidence. Oral assessments should be skewed in favour of quality of thought, maturity and critical aptitude. If the full concentration of the examination is on skills, OBE will fail the country's learners disastrously.



Skills should be thoroughly tested via interactive programmes much like those used by Microsoft in its MCSE testing. Educators, however, should concentrate their efforts on testing learners for their ability to debate, dialogue, brain storm and analyse media. The success of learners to adapt to University education will provide the clue of the nature of the preparation of learners in the high school. If they are coming short, the approach to OBE must be suitably adapted to meet the demands of the market as well as those of tertiary level institutions.

## **10. Educators**

Cope recognises that the lowering of teacher pupil ratios is an imperative that must be effectively resolved. Educators must also be supported by the immediate implementation of a Google Yahoo type dedicated search engine to allow educators and learners to access all of the curricular information that would be needed. The rollout of internet connectivity to every school should occur by 2010.

Interactive testing should also be established to assist educators in testing their learners and evaluating their progress.

The implementation of digital record keeping and report writing will likewise measurably reduce their workloads.

## **11. FURTHER EDUCATION AND TRAINING**

The COPE policy will require a full audit of the outcome and the results of the implementation of the outcomes-based system in grades 10-12. Attention was also be

focussed on the value to the country of the recapitalisation and funding of FET colleges.

The Dinaledi initiative will be replaced by the rapid creation of a Google style search engine which will deliver training, audio visual materials, exercise and tests at the click of a button. Major companies like the chain stores will be encouraged to donate band width after hours so that educators can access the internet for their training and preparation. Refurbished laptops will be made available to educators without computers on a low monthly payment scheme. The COPE policy will employ technology extensively to meet the need of educators for training, materials and resources.

Teacher training for higher certification will also be delivered via the internet. Multi media will be used to bring trainers and lecturers into the studies of educators. A National ICT Centre will be established where educators and ICT specialists can interact to provide a continuous stream of materials, questions, examinations and so on. Every educator and learner will love to be part of the new envisaged system where droll will be eliminated and new and exciting systems will come into place so that people can work smarter rather than harder.

The COPE policy will also provide ebooks as on Google for all curricular requirements so that learners and educators will have resources at their fingertips. The need for preparation will be drastically minimised so that educators will now have the energy to facilitate and advise and support those who need remedial attention.

The COPE policy will aggressively take South African education toward e-learning and will encourage South African society to co-operate in as many ways as



possible to ensure that this can happen as fast as each district acts. The communities of each district should own the process of change and work hard to muster the resources needed for its implementation. The national effort will be intensified to ensure that whatever support is needed is given in accelerated time.

The operation of FET colleges should allow for six monthly inputs from relevant industries as to their success in meeting the skills they need. The granting of bursaries to FET students will also be sharply scrutinised to ensure that the expenditure is answering the state's objectives.

## **12. SCHOOL FEES**

The COPE policy supports fully the improvement of access to educational opportunities for all. Unburdening such schools from requesting fees is indeed the right way to go. This however cannot be the whole answer. COPE will encourage such poor schools to be part of a district wide programme to explore opportunities in conjunction with both the private sector and local government to engage in a community driven programme that will allow for the school to undertake fund raising on a sustainable basis. Schools can set up collection bins for recycling paper, glass, plastic, metal, rubber and any other material. As earthworm farming is essential for preserving soil fertility and is also very profitable, schools can set up earth worm farms. The knowledge that learners gain can be taken home with great benefit to communities intending to supplement their food sufficiency. All paper scraps, egg shells, peels and left over food arising in each home can be brought by learners to school each day and fed to the earthworms.

Earthworms can be harvested and sold at a profit to the local market.

Community and schools can also participate in the creation of art and crafts or the hosting of fairs and cultural events.

The planting and maintenance of trees in common areas to get carbon credits is sustainable into the future.

Poor schools should work with a panel of local entrepreneurs to give effect to ideas generated by national think tanks to help both the school as well as the community. The appointment of a programme facilitator, stationed at the school, can allow for benefits to flow in both directions. Such programme facilitators will be connected together with their colleagues elsewhere via the internet so that they can learn from one another and develop best practices in action.

## **13. PROVISIONING OF SCHOOLS**

The District Committee must engage in an open, transparent and democratic process of determining how the total Departmental allocation for the schools in the district can be used optimally to provide for the various needs of the schools of the area. After a consultative process, the outcome of the deliberation must be published on the internet so that interested parties, as well as the Department can examine the recommendations and raise issues and questions. Each year an entirely different committee will undertake the task so that no individual gets to influence the process unduly or allow it to become corrupt and self-serving.



Only when all questions are satisfactorily answered and clarity obtains that the decisions arrived at will best serve the interests of all the schools, will the Department be authorised to release the funds and request an immediate audit report undertaken by a registered auditor. No room for corruption or malpractices of any nature should be allowed for. Any District that does not conform to the strict standards of auditing will immediately be blacklisted and its right to participate in the use of funds for providing the needs of the schools in the area will be withdrawn. At all times, best practices and total transparency will have to prevail. No circumstances can warrant the withholding of any information as that is where corruption will creep in.

## **14. QUALITY PROMOTION AND DEVELOPMENT**

The COPE policy demands that the education programmes ensure quality learning.

### **14.1 Adult Learning and School Enrichment Programmes**

COPE policy requires that each District Committee will allow for optimal participation by all learners in the curriculum and school enrichment programme. Adult learners must receive all the encouragement to use the resources of the schools, or a designated school, to improve their education; and through that, their material circumstances. Every district must run ABET programmes and encourage other adults to improve their current skills and knowledge. It should be a matter of pride to a district that life long learning is supported extensively among its inhabitants with positive benefits to all of them

The District Committee, through its own immense efforts and in collaboration with all relevant departments and role players will create safety for all school goers and ensure adequate support for orphaned and vulnerable children. Programmes must exist within each district to help attain the highest level of literacy possible within that district.

### **14.2 Health and Wellness Promotion**

The wellness of educators and learners, as well as the wellness of the people of a District is a goal that COPE insists must be achieved. Permaculture is a known and proven method of combating poor nutrition and its outcome ill health. By joining all the resources of the state and the private sector, with dynamic roles for dynamic leaders within the community, permaculture can be widely established to ensure that the nutritional needs of all the learners in the schools, is adequately met.

All educators and learners must be provided with daily tips via the internet on good dietary habits and the nutritional value of foods. Learners can help to influence their families to adopt better eating habits leading to better health.

### **14.3 Equity in Education**

COPE policy must ensure that the provisions of our national Constitution are always discussed at school. Dynamic programmes must exist in each District to ensure that gender equity, non-racialism, non-sexism, and democratic values become translated into deep-rooted practices and everyday reality.



## **15. HIGHER EDUCATION**

South Africa can regard itself as being very blessed in having the number of Universities and Technicons that it has. In spite of these institutions, our country's human resource needs are still not being met. Neither is our research nor knowledge needs being fully met. These are challenges we need to meet in order that we can prosper as a nation.

### **15.1 Higher Education Planning and Management**

COPE will continue to management support services to the higher education system and to manage transfers and subsidies to the seats of higher education in our country. In line with our policy that the people shall govern, systems presently in operation will be reviewed to achieve greater efficiency. The granting of bursaries to teacher trainees will continue so that the supply of well qualified educators is assured. Governance issues will receive constant attention in order that taxpayers are assured of full value for the taxes they pay.

The importance of achieving sustainable student enrolment will remain an issue in the spotlight.

### **15.2 Higher Education Policy and Development**

Cope will continue to register private higher education institutions and continue to liaise with all role players in higher education.

Cope will maintain an intense interest in supporting universities in their endeavour to move up in the Higher Education World University Rankings so that South

African universities come into reckoning in the top 100 list.

## **16. LIFELONG LEARNING**

COPE policy envisages the necessity for individual mobility and growth. Experts in their fields and officials from the national, regional and local authorities, who have achieved remarkable success in their field, should be encouraged to undertake study visits locally and abroad to enable them to become world leaders in their field. By doing that, they can contribute to knowledge and new modes of achieving optimal results. Multilateral projects should exist to test policy proposals developed at community level in respect of lifelong learning. Likewise, multilateral cooperation networks of experts and/or institutions should be established to allow experts and officials to work together on policy issues. The need for people to observe, exchange, identify and analyse good practice and innovation, and make proposals for a better and wider use of such practices cannot be overemphasised.

## **17. USE OF EDUCATIONAL RESEARCH**

The COPE policy will encourage all educational research produced in South Africa and abroad to be discussed annually at an annual conference hosted by a university in South Africa. The purpose of the conference will be to distil innovative ideas for implementation in the South African educational sphere. The country has to be seen to be fully committed to keeping up with best practices in order that South African learners can continue to have an education that will be highly prized.



## 18. E-LEARNING

COPE policy encourages the wide scale and immediate use of digital and interactive technologies to achieve a more personalised approach to learning. E-learning has the potential to raise standards and to allow the skills of innovative educators in collaboration with software developers to be used across the school system. E-learning, most certainly, provides learners with choice of materials that was never possible before. Another big advantage is that learners can be linked with one another.

Today Google, Yahoo, and similar search engines store vast quantities of information, images, and sounds for immediate retrieval. A dedicated search engine of the Google or Yahoo type that stores curricular information to meet the need of South African learners, at every level, will allow for educators and learners to have all the materials they need at their fingertips. The advantage of a dedicated search engine will come from not sending a learner everywhere and anywhere to locate the information that the learner needs. It will also have the advantage of containing information that is specifically and co-operatively prepared for the learners' need using multimedia for optimal effect. By providing such a service to all our schools via intranet, schools will be able to operate optimally. Digital technology has fully changed how people lead their lives and do their business. The same should apply to how teachers teach, and learners learn.

For educators it is also very important to use interactive teaching tools to lighten their heavy loads and achieve superior results. A South African School Search Engine will mean that the country will have taken one giant leap in education. To maximise the

availability of such a service, educators will be encouraged to buy laptops at highly subsidised rates with payments spread out over 24 months.

ICT will also open up avenues for personalised support to learners who need to study at home, in the work place, or in any other community setting.

## 19. Auxiliary and Associated Services

COPE will require the Department of Education to continue promoting and co-ordinating international relations and to initiate teacher exchange programmes. The policy will also require the set up of internet conference facilities to provide for regular, cheaper, quicker and more efficient exchange of advice, support and suggestions.

The monitoring of provincial budgets and cash flows should be through digital technology so that information is available in real time as transactions and expenditures occur.

Donor and conditional grant funding must be utilised according to decisions arrived at by proper consultative processes with regular reports to Portfolio Committees to ensure that donor confidence is fully maintained.

The functioning of the customer care centre will be examined with a view to ensuring that the public is responded to expeditiously.

A COPE led government will audit the progress made within the country in respect of the UN Literacy Decade and the UN decade of Education for sustainable development.



## **20. COUNCIL ON HIGHER EDUCATION**

COPE will like to examine to what extent the advice on policy in respect of higher education was acted on and whether quality assurance in higher education and training was being fully realised. As higher education is of such importance to the nation's welfare, every effort should be made to explore whether the Council was being impeded in any way from functioning freely and effectively. COPE policy encourages members of CHE to contribute ideas to improving its efficacy.

## **21. NATIONAL STUDENT FINANCIAL AID SCHEME**

The allocation and management of loans and bursaries to eligible students will continue. There will however be an annual review of criteria to ensure that the scheme is realising its goals optimally. Public faith in the scheme can never be allowed to be shaken. An evaluation report of the scheme, duly audited, will need to be produced for thorough examination by the Portfolio Committee on Education. Total transparency and accountability will need to be demonstrated. The strength and efficacy of internal audits will be continuously tested.

## **22. SOUTH AFRICAN COUNCIL FOR EDUCATORS**

The South African Council for Educators will soon have been in existence for ten years. An evaluation will need to be done of its success especially in the field of professional development.

## **23. SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

COPE policy recognises the importance of the work of the South African Qualifications authority. The need will therefore exist to evaluate whether the service it renders is to the satisfaction of the public.

The integrity of the national learners' records database is very important to the country and COPE policy will require that the records are tested at regular intervals to ensure that everything is in order.

## **24. UMALUSI COUNCIL**

Umalusi's quality assurance programmes will receive full support. Its own functioning will also be critiqued from time to time to ensure that it leads from the front.

## **25. EXAMINATIONS**

The COPE policy on examinations will be more fully developed after a careful study of the 2008 examination results and the success that the exiting learners have at university in their first year.

## **26. SPORTS, ATHLETICS, CULTURE**

The creation of District Committees which are democratically elected for non renewable one year terms will with the involvement of all role players, educators included, drive the sports, athletics and culture programmes so that during the course of the entire year, holiday period included, learners will have opportunities to participate in sports, athletics and cultural events. The quality as well as the quantity of school driven programmes in these areas is totally inadequate. Greater community involvement will



ensure that learners who have the talent can look to sports, athletics and culture for a livelihood. In order for this to happen organised events will have to occur on a frequent cycle so that learners can get appropriate coaching and participation opportunities.

Sports, athletics and culture should be seen as answering many needs and therefore the entire district community should contribute in whichever way they can. Those who can coach should offer their time, those who can arrange fixtures and events should manage that. This is an area that needs to be given serious support as there is a worthwhile living to be made in sports, athletics and the arts. Not everyone will proceed to the workplace or the university. The talent of the learners should be exploited for their own benefit.

## **27. PRIVATE SCHOOLS**

As independent schools have a right to exist under the constitution, support to such schools will continue.

COPE would like private schools which are better resourced to contribute to education by sharing resources.

## **28. TEACHER TRAINEES AS INTERNS**

COPE policy will provide for students wishing to train as educators to apply for admission into a training programme with a college of education. Upon acceptance the students will be assigned to a school for a year to work alongside one or two highly qualified and experienced educators. During this period of practising supervised teaching the learner will study relevant theory through an internet based course. This period will count for one year of training and the

student will receive an allowance that will be determined in the budgetary process.

After the year's practice the student will know whether or not to pursue the course. If the student pursues the course the period of practice will enable them to appreciate and interrogate the theory and philosophy of education with deeper understanding.

The advantage of such a system is obvious. Educators will have the opportunity to divide learners into groups so that while the trainee takes charge of one group, the educator will be able to concentrate on the other group. The school will also have more support for undertaking extra mural activities and excursions.

There will also be an incentive for educators to be innovative, and creative and better qualified in order to be assigned a trainee.

## **29. FREE TECHNICAL AND UNIVERSITY EDUCATION**

COPE supports Taddy Blecher in his development of the CIDA City Campus in Johannesburg, and of the Maharishi Institute also, as a new way of providing free tertiary level education for the thousands of students who are not able to afford it. COPE will canvass public view on whether the SETA's should not be collapsed into a single long distance Free Technical College and University offering short and full courses using multi media and the internet.

Those who may not have university entrance requirements, but wish to pursue their education at a higher level, will need merely to enrol for a one year course to improve their proficiency in vocabulary, grammar, reading, writing, word processing and using



the internet. On completing such a course satisfactorily, students will be able to enrol for a diploma or degree.

Workers who are in employment can also choose to do short courses which would lead to a certificate of competence being awarded. An aggregate of a given number of certificates will equate to a diploma or even a degree.

Students who are eventually awarded diplomas and degrees will on becoming permanently employed donate either time or a monthly amount to keep the free university adequately funded. The idea of inviting people in industry and business to volunteer themselves as lecturers or tutors or examiners will need to be expanded.

Technical Universities and Academic Universities will be requested to look at offering off campus education over and above their long distance programmes to students who are willing to study on their own with minimal intervention. Students who are in a position to donate their textbooks and their notes to those who are deserving of support should be encouraged to do so. Retired professionals will be enlisted to support such students and mark their examination papers.

### **30. IMPLEMENTATION**

While COPE wishes to have the best possible policies to serve South Africa, it is important for an implementation plan to be created and for management to buy into it. To begin with, implementing new policies will require that management gives consideration to processes, systems and integration. The biggest failure of government has been its inability to get departments to act in a co-operative and integrated manner to deliver

lasting and sustainable solutions. This problem has to be addressed decisively once and for all.

COPE has been concerned to keep what has been developed and is working in place so that there is continuity and stability. At the same time it is equally concerned about real benefits from investment and government's ability to expand training and work opportunities for the people of South Africa. The lay out of its policies makes it a whole lot easier for a portfolio committee to carry out its oversight duties. It will test each structure against the target it sets, the resources it consumes, and the output and outcomes it achieves.

All policies, very importantly, have to be assessed for the impact that they have on people, processes and systems. COPE will require that its policies be subjected to intense scrutiny in order that efficiency is enhanced considerably and that the return on investment is clearly evident.

The management of the DTI as well as of each of the entities under its influence will need to develop and submit an implementation plan, a time frame and a list of the people who will be managing it. If relocation and redeployment is required, the plan will specify how this will be done. The communication strategy will have to be fully developed, tested and explained.

The administration will indicate where the project office will be established to allow for optimal oversight to take place. Concentrated focus will be given to quality, budget issues, monitoring processes, verifying results and rectifying anything that was being incorrectly done. Project plans will need to be updated on a monthly basis and submitted for approval to the relevant role players.



Documents relating to the implementation process and changes to process and system workflows will be maintained to facilitate oversight.

### **31. THINK TANK**

A think tank made up of government officials, academia, role players in society, investors and NGO's should use the ICT forum to hold an annual discussion and debate each January on issues of policy, integration, governance, management, strategy, economics, corruption, science, technology and any other issues of relevance. The Think Tank will function outside the immediate sphere of government and be headed on a rotational basis by anyone who is outside of government. The Department and the entities will use a democratic and transparent process to elect a Visionary Task Team to participate in the think tank.

Its findings will be submitted to all political parties to consider and take up.

## **APPENDIX ONE**

From: COPE MANIFESTO

### **COPE – EDUCATING AND TRAINING OUR PEOPLE FOR DEVELOPMENT, A BETTER LIFE FOR ALL, AND HUMAN DIGNITY**

COPE agrees with most South Africans on the critical importance of education in building a prosperous country as well as and that training is essential to meeting the challenges our country faces. We will therefore pay particular attention to this sector and: ensure that all our educators throughout the school system are trained and re-trained and provided with tools to empower them to discharge their responsibilities, and that we constantly work to improve their working conditions and remuneration; ensure that school principals are properly trained, rewarded and motivated to carry out their management responsibilities and be accordingly accountable; provide incentives to increase the number of educators specialising in mathematics and the sciences; provide more resources for the Further Education and Training (FET) Colleges, ensure that the graduates have the appropriate skills required by our economy and society, and provide bursaries especially for students who come from poor families and those that focus on priority skills specially identified by government; establish a University Grants or Funding Commission that will be independent but accountable, consultative with higher education institutions, which will explore appropriate funding mechanisms and liaise with the Treasury; COPE will work with higher education institutions, both public and private, to increase the output of graduates and reduce the drop-out rate, among



other things by running programmes to upgrade especially the first-year African students in need; will promote a learning and knowledge society by advancing technology, enhancing research and creating a society with love of learning and engaged in societal development; work with the Universities and other Institutes of

Higher learning to improve their coordination with the FET system and the business sector to ensure that their graduates have the kind of education that is relevant to the needs of the economy and society; further improve the levels of financial support especially to university students who come from poor families , and by encouraging work/study opportunities for students; widen access to primary and secondary education through the implementation of properly targeted processes of progressively and speedily expanding the number of no fee schools, improving the school feeding scheme; accelerate the Adult Basic Education and Training Programme to end illiteracy and enhance numeracy; and, ensure that all schools, especially those in poor and rural communities, are properly constructed, with access to electricity, water, sanitation, laboratories, libraries and the required books and stationery as well as ICTs thus improving their access to information and to closing the gap between rural and urban schools, and between schools serving rich and poor communities.; and, establish a youth cadet service, learnerships and internships to get all school leavers to serve and support our communities and learn the necessary skills to find or generate decent work. A COPE government will revisit the role of parastatals in the development of artisans.

## **APPENDIX TWO**

From: Declaration

The Commission first agreed on the following with the full group before subdividing to consider specific sub-issues -

1. The issue of equality of education was raised very sharply. The Freedom Charter had recorded that the “doors of learning and culture shall be open to all.” This promise had not yet materialised. There was no equality education being offered to children.
2. In townships children are bussed out to leafy suburbs for their education. Schools in the formerly disadvantaged areas ought to have been upgraded as not all parents can afford to seek education for their children outside of the townships. The upgrading of educators in such schools also needed to be tackled.
3. The schools in the historically advantaged areas continue to have advantages still. Such schools can undertake fund raising with greater ease. They are also more involved in the affairs of the school. In the historically disadvantaged areas parents, in most cases, are unable to play that role for one reason or the other. In historically advantaged areas parents also played an important role in the governance of the schools. It is important for Cope to undertake to bring government closer to communities and to engage communities in the development of integrated development plans. Greater self-involvement will have to be encouraged. Drugs, violence and absenteeism



- will have to be tackled together with the community. Incentives could be offered.
4. The issue of language was also focussed on. Learners had difficulty with English as this was not their mother tongue. English, however, is the medium of instruction.
  5. The written contribution submitted by Thozamile Botha led to an interesting discussion. Children need certain skills and they need to be able to understand governance issues as well as patterns of consumption which had a bearing on the economics of the country. Children had also to be taught communication skills using grammar, drawing and mathematics to explain themselves clearly.
  6. The biggest issue, however, was that of Outcomes Based education. There was a very heated debate on the subject. The feeling, however, was that OBE had failed the children of the land. Why had OBE failed? That was a question that had to be thoroughly probed.
  7. Problem: Huge gulf separated policymakers and their planners on the one hand, and teachers and their classrooms on the other. Therefore, as under apartheid, curriculum policy under ANC Government remains context blind.
  8. To complicate matters, Colleges of Education had been shut down. With educators struggling to make sense of the new curriculum on their own, the situation in education had worsened rather than improved. Cope would have to fully review OBE.
  9. The Service Conditions applicable to educators had also to be addressed to avoid loss of educators to other countries where OBE was practised and better packages were on offer.
  10. The special needs of children with unique problems also needed attention.