

Economic Freedom Charter

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12-10-2012, 08:07 AM (This post was last modified: 01-02-2013 06:39 AM by Cedric.)

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Post: #1 |

Cedric
Administrator



Posts: 93
Joined: Oct 2012
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PROPOSED EDUCATION BUSINESS PLAN: Read as part 2:

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HOW DO WE IMPROVE THE EDUCATION LEVELS IN OUR TOWNSHIP AND RURAL SCHOOLS??

PREAMBLE:

As I have discussed the Economic Freedom Charter with many over the past six months, one of the comments that I regularly receive is, "They must educate themselves and then they will find jobs".

We as a country, are the 'THEY'.

In the Economic Empowerment sector, the term Business Plan, has become the buzz-word throughout the world. If your business plan has any weaknesses, financial institutions and investors refuse to look at the concept, no matter how good the concept or intention is.

The social media is overloaded with consultants, all helping to develop young entrepreneurs, taking them through the conceptualization of an idea, placing the potential of the concept into a business plan.

Coming out of a relatively un-educated background, I have avoided any business-plan, fearing the process like many fear mathematics, but as the grade 9's, 13% maths test results challenges many of the ideologies of the Economic Freedom Charter, I am required to address a South African Education Business Plan in an attempt to unravel the area where it is failing.

It does not take me more than a few minutes to discover that the system has no Business Plan, thus the failure.

Easily said, but how can a relatively un-informed individual who does not have any Economic understanding, or experience with a business plan, justify the statement that South African education system has no business plan.

If there is a business plan, then in this layman's world, with sixty-odd years of understanding and observations, I fail to see any example of our Educations systems business plan in the private economic system.

It takes days of thought, through every manufacturing, wholesale, retail, service industry, I am unable to find a C.E.O. who has a business plan remotely related to one that resembles our South African education system.

I ask myself, where in the world will we find a C.E.O. that would succeed with our present education system, without major restructuring of the Education Business Plan.

How best do I reflect our education system, in a concept that we may understand?

Pre-1994, our white schools could be represented by a 5-star graded hotel for facilities, management and clientele. Our Indian Schools a 3-star grading, the coloured schools, a 2-star grading, and our black schools had their 1-star grading taken away during the turmoil in the late 1980's. (May I apologies to those individuals / groups that I have offended.)

Where in the world will we find a single C.E.O. who would successfully use a single business plan, with a common management structure, to operate this very mixed stable, relying on the few 5-star hotels, to maintain their 5-star service and results, while the management team endeavoured to raise the thousands of hotels, without facilities, with clientele that have very different back-grounds.

Due to the lack of competitive opposition accommodation facilities, all the hotels will maintain the shared clientele base, and the C.E.O and his management team, will fail to notice that they are narrowing the gap between the top schools and the bottom schools, through the gradual deterioration of the top schools.

In the comment (blog) that follows, I will briefly provide my vision of what should take place with regard to the critical sector business plan, and then to summarize, I will

comment on why I believe our existing business plan has failed, in the comment (blog) that follows:

PROPOSED SOUTH AFRICAN EDUCATION BUSINESS PLAN:

Based on the concept of the graded hotels, we should immediately divide the schools into their three pre-1994 development sectors:

- 1: Previously White schools:
- 2: Previously Indian and Coloured schools:
- 3: Township & Rural Schools:

For the purposes of this proposal, assume we sell off all the Township and Rural Schools to the highest bidder, maintaining our previously white, Indian, and coloured schools, to continue within the existing National Government Education Department in order to maintain the policies and curriculum and standards that set the norms for the new Company to be measured against.

(Our objective is to turn our black schools into the schools of the future)

New Company: FUTURE SCHOOLS:

Politically Correct Norms and Principles:

I am of the opinion that we, the people of South Africa, blinded by the thought process that we must give all our children, including all our teachers, equal opportunities in the equal education process, failed our previously disadvantaged children, and in turn, our communities through this politically correct rigid approach, not wishing to disturb the comfort of any of our groups.

Following this proposed Business Plan, I will discuss what I see in terms of the perceived failure, but first, we need to look at the interest of our children and our country, without concerning ourselves with the perceived politically correct attitude that is hurting our children's education and futures.

Business Plan:

If we wish to repair the damage done to our schools pre-2013, we need to adopt this business plan immediately:

Our New Company, "FUTURE SCHOOLS" will be a private company, with the South African people being 100% share-holders, through the structures and funding of the National Government.

We then recruit teachers to the Township and Rural schools, paying the teacher an add-on amount of between 25% and 50% of his/her existing package depending on their skills, experience and the subject that they specialize in.

The aim of this structure is to attract the best teachers, particularly maths and science teachers, to the Township and Rural schools.

The Future Schools - Board of Directors:

The Board of Directors would ideally consist of the Rectors/Deputies/Other of all the major University Institutions. The additional Board Members will be sourced by each individual Rector, with the task that we are sourcing the best in terms of education and not necessarily political connections.

This Board will appoint the C.E.O and C.F.O who will become Board Members.

The Future Schools National C.E.O. and C.F.O. will receive a package 25-50% in excess of the existing Education DGs.

This Board will appoint Provincial Executive Officer's and Provincial Financial Officer's who will report directly to the C.E.O. and the C.F.O.

Policy and Curriculum:

Future Schools will adhere to Policy and Curriculum standards of the previously white and Indian and coloured schools, writing the same examinations.

Office and Facilities:

Existing offices and facilities will be re-distributed, those facilities closest to the Township and Rural schools will receive preference for the Future Schools requirements.

School Clusters:

For management and administration schools will be clustered into geographical areas where joint library, laboratory, computer, and sporting facilities can be developed and managed.

Each cluster will consist of between 25 to 40 schools, depending on the development of the schools, facilities, and community support structures.

A school cluster, will have a School Cluster Principal, and the school Principals in the cluster will report directly to the SCP.

SCPs will operate within Geographical regions, consisting of two to four clusters for administration purposes.

The SCP's contract will be negotiated and finalized by the Provincial C.E.O and C.F.O.

School Cluster support transport:

In order to allow suburban participation in the Township Schools, we will seek support from the Vehicle Manufacturing and other transport operators to support the ferrying to and from the schools, and have the use of the bus available for the cluster.

Applications / Selection / Criteria / Sport:

Future Schools, in order to achieve, will adopt a shift from traditional labour standards, setting of standards, rewarding, and more importantly, removing participants who do not achieve.

Every employee, from the C.E.O down to the lowest level of teacher/administrator/service provider, will be an Entrepreneur/Contractor, tendering/offering his/her services for consideration depending on competency, experience, skills, negotiating the reward, while setting the basis of termination of the contract, should the service provider fail to provide the promised service and achievement.

Educators wishing to provide the services of Principal, will submit their tender proposal to the Provincial C.E.O. who will exclude any submission that the C.E.O believes will not provide the desired level of service.

The tenders that will provide the desired level of service will be forwarded to the Provincial SCP's, where regional admin SCPs will interview and appoint Principals that they believe will allow their cluster to achieve the target that they have set.

Of importance to the needs of the FUTURE SCHOOLS is the commitment that the educators have to introducing Rugby and Cricket into the Clusters that they will operate in. Sport during the late 1980's turned professional, and the Supplementary/Socialist economy was excluded.

In many of our Township and Rural schools, we need to ensure that all sport is available to the youth as an alternative supplement to maths. There is big money to be made in Coaching, Administration, Medical, Promoting, you name it. Most people who succeeded in these fields have come through a system where they participated as players. The lack of sport in our Township and Rural communities is juts as big a crime as the lack of maths. No crime beats the lack of literacy.

I add this comment in advance of the following requirement to emphasize the need to set the politically correct concepts aside in the interests of our children:

These service contracts, with the approval of the Governing party, must be excluded from all BEE, Employment Equity and affirmative action policies, in the interests of developing Future Schools and in turn our leaders of the future.

All Future Schools learners with a minimum of two years attendance, will be given a weighted balance when applying to a University for entrance, irrespective of race. This is to encourage all teachers to use Future Schools for their own children, rather than the Model-C schools as is the present situation.

FUTURE SCHOOLS BUSINESS PLAN STRENGTHS?

The Private Sector will have access to a business plan and management structure where they can become partners without the complication of Government Tenders and Preference.

We will have School Clusters where we will be in the position to measure individual performances and achievements on a quarterly basis.

Clusters will reflect the many social problems that exist in the community, problems that often differ from area to area, here we will be in the position to address the individual problems at the cluster level, rather than a National level.

The Future Schools will attract Township learners back to their local Future School, reducing the cost of transport, reducing the transport safety risk, and building a school within the community.

FUTURE SCHOOLS BUSINESS PLAN RISKS?

If our top teachers prefer to remain where they are presently teaching, even when the potential of earning 50% more than their existing package is available.

The Governing party wish to maintain the existing structures that are driven by the 'politically correct' perceptions, not understanding that we have not only wasted eighteen years of the youth development, but we are gradually bringing the top schools 'over-all achievement', down towards the previously disadvantaged schools.

In the next section we look at the type of problems that impact on our existing politically correct norms in our South African schooling system.

Cedric de la Harpe

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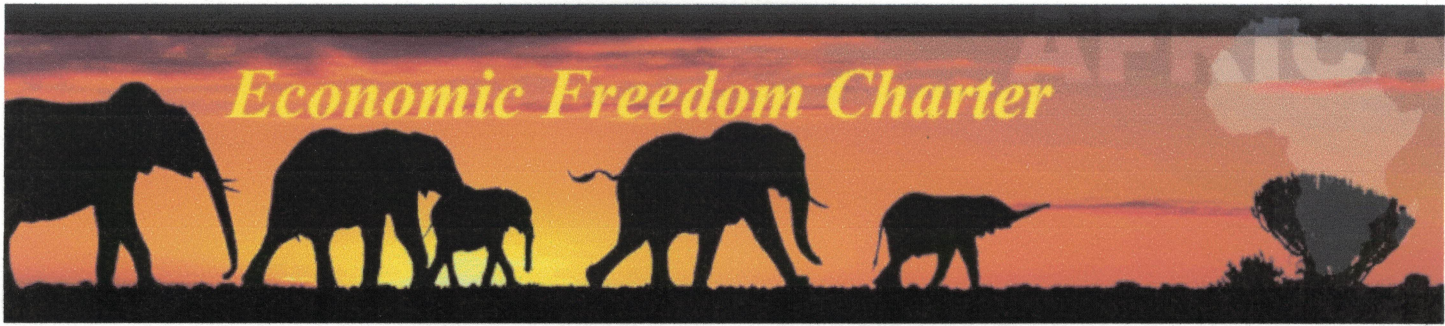
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THE CHARTER, IN PROGRESS / EDUCATION BUSINESS PLAN: / Education Business Plan: / Politically correct norm impact on our present Education system: read as part 3:

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NEW REPLY

Politically correct norm impact on our present Education system: read as part 3:

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12-10-2012, 08:22 AM (This post was last modified: 12-10-2012 08:56 AM by Cedric.)

Post: #1 |

Cedric
Administrator
★★★★★

Posts: 93
Joined: Oct 2012
Reputation: 2
Warning Level: 0%

Politically correct norm impact on our present Education system: read as part 3:

This comment does not directly target the negative impact on our education by our politically correct norms, but rather asks why our society, including me, has allowed this deterioration to occur.

These comments are my personal views, nothing is linked to any research or discussions within the education structures, intended to stimulate discussion around the proposed business plan, I apologize in advance for any participant that feels aggrieved by my comment.

As we have progressed over the past eighteen years we have blamed the product, the curriculum, and switched regularly, hoping that our staff and learners/customers will help us improve our results/profits.

I place myself in the shoes of a teacher, and try and imagine what they have needed to endure in the switch to our New Democracy. This comment talks to all ex-teachers, in an effort to attract support for what we need to do for our country.

Politically Correct Failure:

Using the Johannesburg area as an example, I reflect on the Politically Correct concept that was introduced into our Education system.

We are all equal, and we will receive equal opportunity.

Looking at Soweto/Johannesburg, the area was divided into three main areas, each linked to a previously white school area.

This logic was good, the link under one administration office potentially allowed the Soweto schools to utilize the facilities of their linked white schools. Sports facilities, library facilities, computer facilities, laboratory facilities. This concept was ideal, except that no consideration was given to the logistics and cost of moving the learners from Soweto to Johannesburg.

I am of the opinion that the management and administration structures, rely on the previously white model-C schools to provide satisfaction and examples of achievement for the region.

Soweto as an area has further contrasting aspects that impact on the various regions, as an Educator I would love to teach in the Pimville, Diepkloof, Noordgesig, Orlando East and part of Orlando West region. These are all old established Townships, linked to many of the best Johannesburg model-C schools.

Deep-Soweto, linked through to Eldorado Park, Lenasia, and parts of Johannesburg South model-c schools, must be more difficult to administer.

Part of Orlando West, Meadowlands, Donsonville, linked to the West Rand model-C schools in 1994 would have had many positives, but how has the impact of the new RDP areas between Dobsonville and Krugersdorp impacting on the administration and teaching of these schools as a group.

Has this structure implemented in 1994 had any positive impact on the Township schools?

I believe not, I believe that we needed to upgrade and empower the Township schools, measure our progress, and built the schools to the level of model-C schools.

1994; Equal Education in the face of the 'Abolishment of Influx Control':

Teachers in South Africa, protected by the Apartheid Influx Control system, woke up one morning to find their class of Learners completely different to the previous year. Not only different in looks, but in many cases with languages so different that the teacher could not be understood, and the teacher did not understand the learners.

Here we are not only talking about the black child in the white school, the black child in the coloured or Indian school, but the Venda child in the previously Zulu language school, or the Shangaan in the predominant Xhosa school, and we could add many more.

Add to this the lack of influx control on our National borders, all in the name of being good neighbours, our schools had a huge influx of foreign nationals. As the years progressed, the deterioration of quality and opportunity in the Rural communities resulted in younger children being sent to the Township/Urban schools for their education.

Any teacher/ex-teacher, if able to be honest, would admit to have lamented the removal of Influx Control, without a transition period and a controlled system to support the educator.

Impact of Social short-comings in Townships:

I have penned hundreds of pages on the impact that our pre-1994 abuse and atrocities have had on a large portion of our population. The lack of social skills, the bubbling anger, the inability to reason, the avoiding of conflict. The potential of conflict, even in the form of maths or literacy, causes the mind to close to the challenge.

Add to this the impact of HIV/Aides on the community, the single parent learner, the child-headed family of learners.

Add to this the informal settlements, the new RDP hose development, the community without a history?

Employment equity / opportunities in the previous white schools:

The employment equity requirements attracted the previously white schools to recruit the best Township teachers, and the facilities and teachers at the Model C schools has had the impact on thousands of learners being sent to the previously white schools seeking the opportunities that should come with this education.

It would be interesting to have a look at the individual Model-C schools, how their performance over the past eighteen years is reflected?

Back in the Township schools the best teachers are still identified and recruited to greener pastures, the best learners are also recruited by quality schools in the name of opportunity. Leaving a system that is loosing all their key teachers and learners.

Ninety percent of the Township teachers would never send their children to a Township school. What does this tell the parent and the learner, what message does this spread within this teacher fraternity.

Township Culture impacts on our Education Culture:

In 2008 a good friend, ANCWL stalwart, Mrs. Patricia Harvey-Mokoena had reason to challenge my criticism of the youth lack of social skills and used these words: "Mr. Chair, how long have you been in the Township, you should know that this is Township Culture".

After lengthy debate around the Board-room table we realized that the attitude and behaviour that we experience with the youth in the Townships is not what it was thirty years back. Yes, we can refer to the deterioration in most parts of the world, but that does not make it right.

Underlying this discussion is to what extent the elders and teachers, because they were so close to the Township life did not see the changes taking place, could not see the difference.

Literacy:

In 2008 we introduced a Social skills development program in Soweto schools and discovered among many other issues, the fact that most of the children we were working with, did not have the ability to comprehend the written english word.

Discussions with senior Education Department officials, when listening to my comments, branded me racist. Responding that the black youth only had problems with comprehending a few words, mainly the words that introduced the question, like DESCRIBE, RELATE, EXPLAIN, ILLUSTRATE, EXPLAIN, COMMENT.

The Department had identified this, and were in the process of finding a solution to this weakness, preparing to ask the questions, using words that the learners could understand. During the next years the media often commented on test papers that the children were given, ridiculing the system for setting test papers where questions with identical answers were asked three times in one paper, but using different words. This is all part of the attempt to find the magic words that will allow the system to set a paper that the learners can answer.

This problem is directly related to the lack of understanding of the teachers problems that they are facing.

Liquidation:

The Country has many many examples of good schools with great achievement, schools that have their own business plan, within the lack of an effective National business plan. This is an indication that the curriculum, the educators, the learners all have the ability to achieve, we just need to restructure our business plan.

My criticism is of the system, a system that was implemented for all the good theoretical and political decisions. Neither the educators, or those outside the system, could criticize what we as society believe should be heard.

Our very capable educators need to operate in a structure, a business plan, that will allow them to perform. A structure that provides for the best, the best available, and the best for our children.

The best for our country.

The scenario of the 5-star hotel and the 1-star hotel is brining our schools closer together in terms of performance, but we are not seeing the continued downward trend.

In the business world the share-holders would have called for the C.E.O. to have been replaced before we switched curriculum, having delayed this call for too long, we are now at a level where we need to liquidate the operation, and move our employees and customers to the new venture that is proposed.

Cedric de la Harpe

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