

6 FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The findings emanating from this research document are recorded and outlined in this chapter with the assistance of cross-references. In this way answers to the research problem were sought and outlined. Recommendations based on the findings are followed by recommendations for further research.

6.2 Findings

6.2.1 The Scriptural vision of education and labour

Man has to receive adequate education in order that he should produce goods for his survival. The Covenant in the Garden of Eden was not in principle a punishment but rather a calling. What surfaces here is that in Biblical terms education and labour were sanctioned by God in the Garden of Eden without reference to any prejudice, racial or otherwise (cf. 2.2.2; 2.3.1; 2.3.2).

The relationship between education and labour: The finding here is that education and labour have shown an ineradicable relationship leading to interdependence of the two phenomena (cf. 2.4). It was argued in paragraph 2.4 that education is a long term instrument to be used in man's daily encounter with his environment to manipulate the situation in which he finds himself.

Good skills influence the production of goods positively. Skilled manpower with efficacy depends on a continual reciprocal relationship between education and labour (cf. 2.5). When the school curriculum is used to mirror environmental needs then the country's economy, skills level and services improve greatly.

The distinction between education, indoctrination, training and teaching discussed in paragraphs 2.6 and 2.6.2.3 has shown that education equips people with literacy and numeracy skills so that they can be employable and be of service to the state as well as to render the necessary services to people. In paragraphs 2.6.3.1 and 2.6.3.2 it was argued in contradistinction that indoctrination fosters a certain ideology and belief in the pupil. Education and indoctrination differ in terms of aims and end result. Education emancipates and indoctrination enslaves people.

It also emerged in paragraphs 2.6.4.1 and 2.6.4.2 that training is not education because it is limited in scope. As a result of the limited nature of training, it weakens the necessary

relationship between education and labour. Only mentally retarded people should be trained (cf. 2.6.4 and 2.6.4.2).

Education and indoctrination are both encountered in teaching. The presence and absence of either indoctrination or education in teaching depends on methods and approaches used to teach certain subjects as well as the qualifications of teachers (cf. 2.6.5; 2.6.5.2).

Education can effect changes in man's life. There is little positive influence discernible between education and labour as a result of the imposition of a school curriculum and the formulated educational theories (cf. 2.8).

6.2.2 Theories on education and their implications for labour

It was indicated in the introductory paragraph of chapter 3 (cf. 3.1) that theories are falsifiable. In paragraphs 3.2.1, 3.2.2, 3.4, and 3.5 the weaknesses of Plato's theory of a Utopian state, of Liberalism and Individualism were revealed. Capitalism and Socialism were found to be detrimental to education and labour as they are, for instance, against the sociability of man and are exploitative in nature.

A Christian theory of education and labour discussed in paragraph 3.6 was found to be relevant and the most illuminating theory to be applied in education and labour. This finding was reached after discovering that in Christian theory of education and labour there is no place for slave drivers nor is discrimination justifiable. God's subjects are to be educated equally for equal job opportunities.

Chapter 3 of the Interim Constitution of South Africa (Act 200 of 1993) protects and defends the rights of citizens of South Africa, irrespective of colour or creed, inter alia their right to basic education and fair labour practice (cf. 3.7). Inequality begets social injustices and social instability in education and labour. This also came out very clearly in paragraph 3.7.

6.2.3 Views on education and labour for Blacks in South Africa between 1948 and 1986 which affected the lives of Blacks negatively and have left an indelible economic, social and political scar which will take many years to heal

The research revealed that:

- * Education for Blacks in South Africa was not dictated by environmental needs but by the ideology of the ruling class, in particular the National Party Government between 1948 and 1986 (cf. 4.1).

- * Blacks are by nature not averse to labour but have resented the imposition of labour after their encounter with white settlers shortly after 1652 (cf. 4.2; 4.2.1; 4.2.2; 4.2.3; 4.3). The imposition of labour on Blacks fragmented their communal way of life.
- * Capitalism created a cheap labour force from the black South Africans for the accumulation of profit by the capitalists (revealed in paragraph 4.2.4). Education was used to prepare Blacks for manual labour without relevant skills except for low job categories and low wages.
- * Heavy taxes fragmented the social institutions of black South Africans by forcing them to squat on so-called white farms for cheap labour in order to pay taxes. The discovery of gold in 1886 also helped to destabilise the communal life of Blacks and acculturated them to the Western life-style (cf. 4.2.5).
- * Missionary education in South Africa sowed the seeds of apartheid education (cf. 4.3.1). Various Governors, in particular the Cape Governors, convinced mission schools to subject Blacks to manual labour.
- * Labour was imposed on Blacks in South Africa for ideological reasons (cf. 4.3.1).
- * The National Party Government enacted and enshrined apartheid laws in the Statute Books and was therefore responsible for an inferior type of education (education for subservience) imposed on Blacks (cf. 4.3.3; 4.3.4).
- * The Eiselen Commission (1949) gave rise to the Bantu Education system which brought about a system of education that indoctrinated Blacks instead of educating them (cf. 4.5.2; 4.5.3; 4.5.4).
- * The Riekert, Wiehahn and De Lange Commissions were appointed as a result of the failure of apartheid policies in the labour and education spheres in South Africa (cf. 4.6.1; 4.6.4; 4.7.3; 4.8.1; 4.8.2).
- * The De Lange Commission's recommendations, in particular its recommendation of the provision of equal education for all South African citizens under one single education department, was rejected by the SA Government, probably because of fear of equality between Black and White. The rejection of a single education department by the National Party Government was conclusive proof that the National Party was not sincere and only paid lip service when appointing the De Lange Commission because De

Lange's recommendations were in line with the terms of reference of the Commission (cf. 4.8.5).

- * Students, pressure by the international community (eg. UN member states) and the neighbouring states of Mocambique, Zimbabwe, Botswana and Zambia helped to eradicate apartheid with its racial policies (cf. 4.9.2; 4.9.3).

6.2.4 Findings emanating from the empirical study

The findings of the empirical study concurred with the hypothesis in paragraph 5.3.6. Analysis of the responses from knowledgeable respondents corresponded with the literature review in chapters 2, 3 and 4. Through the empirical study it was discovered (cf. 5.4.2) that:

- * The apartheid ideology was the main factor in the fragmentation of the relationship between education and labour.
- * Apartheid brought about segregation and subordinate roles played by Blacks in order to serve the white community as manual labourers.
- * Colonial governments in the RSA introduced separate education to channel Blacks into cheap labour in order to avoid sharing resources.
- * The Bantu education curriculum produced people with skimpy knowledge. Poor skills acquired by Blacks through the Bantu Education system made them to fail in the world of work because they were trained as "garden boys", were given a stone instead of bread, were indoctrinated instead of being educated, and were trained instead of being educated.
- * Causes of unrest in black schools in 1976 and the school boycotts that followed until the mid 1980s were to be found simply in the rejection of the Bantu education system. Rejection of Afrikaans was used as a mechanism to lodge the protest.
- * Christians, Jewish, Muslim and Communist respondents unanimously agreed that the Bible does not support discrimination and unfair labour treatment as well as inequality in education.
- * Bantu Education was immoral in terms of Christian ethics.

- * Commissions of inquiry to a certain extent helped to influence the National Party Government to do an introspection with regard to the education and labour policies in South Africa.
- * Bantu Education was responsible for the present social political, economic conditions of Blacks in South Africa. Many young Black children are referred to as a "lost generation", there is Black on Black violence; teenage pregnancy as a result of poverty; white supremacy; poor qualifications of Black teachers, drug abuse, and so forth.

The respondents recommended the following (cf. 5.4.2):

- * Retraining of black teachers.
- * Improvement of facilities.
- * Free and compulsory education and not compulsory attendance as recommended by the Eiselen Commission in 1954.
- * Support of Adult Basic Education (ABE).
- * Greater accessibility to schools.
- * Quality education.
- * Proper governance of schools.
- * Crash programmes for teachers.
- * Good salaries for teachers.
- * Close co-operation between teachers, parents and students.
- * Proper consultation with all the stakeholders.
- * Integration of schools in the RSA.
- * Twinning of schools to be done as a temporary measure with the ultimate aim of complete integration.
- * Shortening of school holidays.
- * Introduction of technology-oriented education.

- * Farmers should not control schools because of controversial governance in these schools.
- * Early childhood development and education support systems to be introduced (ECD & ESS).
- * NGOs to support self-help projects.
- * Encourage parents to volunteer for undertaking minor works in their schools to facilitate the RDP (Reconstruction and Development Programme), also the school renovation programme under the RDP.

6.3 Conclusions

The following conclusions were drawn from the findings outlined above.

6.3.1 It has emerged from the views on labour oriented education for Blacks in South Africa between 1948 and 1986 that:

- * according to the Bible, education and labour were sanctioned by God in the Garden of Eden without reference to racial prejudice;
- * education and labour are inseparable and interdependent;
- * labour-oriented education left an indelible scar in the minds of many black South Africans;
- * the Eiselen Commission masterminded views on labour education which produced a cheap labour force to enhance white supremacy through an inferior education system;
- * views on labour-oriented education for Blacks were dictated by apartheid policies;
- * apartheid education instilled docility and acceptance without questioning in Blacks;
- * apartheid education was a waste of years which would otherwise have been educationally productive;
- * a society dominated by Whites was created, and
- * views on labour were a mechanism to enslave Blacks and manipulate their lives.

6.3.2 The conclusions which follow relate to the suitability, feasibility and applicability of various theories in the education of Black South Africans (1948-1986) (cf. 1.5.7).

The following was concluded:

- * Theories applied in the Bantu education system were irrelevant and exploitative;
- * true Christian theory was never applied in designing and planning intra- and extra-curricular activities for Blacks;
- * theories of education paid only lip service to Christian theory;
- * apartheid schooling was a distortion and was indoctrinating in nature; hence it failed to educate;
- * imposition of education for labour is generally resented and rejected by those for whom it is intended;
- * job discrimination is a form of indoctrination;
- * indoctrination prevalent in the Bantu Education system between 1954 and 1986 was anti-educational as it closed doors to the future for black South Africans;
- * education for Blacks in South Africa was a short-term investment for it merely trained people instead of educating them;
- * training people is unsuitable because training is limited in scope;
- * inequality in education creates unequal job opportunities in the world of work and leads to exploitation;
- * compulsory attendance instead of compulsory and free education is undesirable;
- * the Riekert, Wiehahn and De Lange Commissions were appointed to quell the explosive situation in labour and education in South Africa;
- * the investigation by the Eiselen Commission (1949-1954) ignored the United Nations Universal Declaration of Human Rights (Article 26, 1948), and

- * students, trade unions, liberation movements (ANC), pressures by the international community and the World Council of Churches played a major role in pressurising the RSA apartheid government to change its racial laws.

6.3.3 Regarding the various theories in the education of black South Africans (1948-1986) (cf. 1.5) it was concluded that:

- * schools became indoctrination centres producing an unskilled and cheap Black labour force;
- * the drop-out rate was accelerated and child labour became the order of the day, especially in farming communities;
- * various theories indirectly introduced Blacks to Marxist or Communist ideology;
- * inadequate facilities and under-qualified teachers helped to perpetuate views on labour-oriented education;
- * the high teacher:pupil ratio and overcrowding resulted from various theories of the education for Blacks (1948-1986);
- * rote-learning (indoctrination) was the order of the day in black schools;
- * culture of learning deteriorated, especially after the June 1976 Soweto riots;
- * many students skipped the country in 1976, running away from the various education theories applied in black education;
- * parents did not play a meaningful role in school governance, in particular parents in farming communities;
- * dissatisfaction with education led to class boycotts in 1980 and in later years;
- * black students became rebellious, anti-authoritarian and disregarded property and human life;
- * normal teaching and learning were destabilised by the apartheid ideology and frustrated students, teachers, parents and the work place, and
- * Blacks became aggressive and less docile as a result of the frustrations caused by the black education system.

6.4 Recommendations

6.4.1 Recommendations emanating from the findings and conclusions

The government of the Republic of South Africa, education authorities, parents and non-government organisation should join hands in order to redress the imbalances of the past. It is therefore recommended that:

- * Scriptural perspectives be accepted as the foundation for both the extra- and intra-curricular activities of all schools in South Africa to stabilise education;
- * churches preach equality in education and job situations for social justice;
- * knowledge of the Eiselen, Riekert, Wiehahn and the De Lange Commissions be incorporated in the school curriculum of colleges of education for aspirant teachers to understand the past;
- * school holidays be shortened in order to make up for the lost years of education;
- * creativity be encouraged from the early years of schooling to sharpen critical thinking and evaluation in the learner's mind;
- * consultative conferences or forums be arranged for teachers, parents and students to constantly meet to review means and ways of reconstructing and restoring the culture of learning in black schools;
- * parents and pupils be conscientised through various "self-help projects" that education is not a privilege for a certain race group but a God-given right which must be respected;
- * upgrade qualification of teachers through seminars;
- * high teacher-pupil ratio be reduced to 1:35 in primary schools and 1:25 in secondary schools;
- * education be planned in such a way that it provides long-term solutions for the recipient to compete favourably with his/her peer group outside the borders of South Africa, also in terms of employment;
- * twinning of schools in South Africa be encouraged as in a short-term measure leading to complete integration of all schools in the RSA in order to close the schooling gap;

- * good retired teachers and other knowledgeable adults be recalled on a voluntary basis or a transport allowance for such persons be introduced to take charge in schools while other teachers attend workshops or seminars;
- * parents be involved meaningfully in the decision-making body or school governance;
- * education for adjustment through Adult Basic Education and skill training courses for adults and those students who dropped out of school because of the past education policies be provided;
- * secondary and high school students be requested to encourage matric students to take up volunteer work in the RSA and in other countries of the world before attempting tertiary education as this would open their mental horizons;
- * the government speedily address the following:
 - immediate steps to address all forms of child abuse;
 - provision of drop-in centres for abused children and street children where normal education could take place;
 - training of teachers to identify and refer abused children to relevant institutions;
- * recommendations made by knowledgeable respondents as reported in this report, be taken seriously, and that
- * Blacks in South Africa be advised that "it is never too late to pick up the pieces of a wrecked apartheid ship, modify it and carry on".

6.4.2 Recommendations for further research

It is recommended that further research be done on the following topics in order to stabilise and improve the relationship between education and labour in South Africa:

- 1 Research on the suitability and applicability of Christian theories of education for the advancement of education in South Africa should be undertaken. These theories will help to further close the schooling gap in RSA.
- 2 Research should be undertaken to identify problems associated with the teaching of adults and the black marginalised youth in South Africa. This type

of research will improve and reduce illiteracy in the country and create an employable society.

- 3 Research should be undertaken to investigate the influence of underqualified black teachers in learning and teaching situations. This will facilitate the integration of schools in South Africa.
- 4 Research should be undertaken about the relationship between curriculum planners, teachers and employers. Contributions from these three stakeholders could help to address labour problems in South Africa.
- 5 Further research should be done on causes of a high drop-out rate and child prostitution in predominantly rural schools. Wasted talent in South Africa impacts greatly on the country's skilled manpower supply.
- 6 Research should be done to investigate the role of NGO's (Non-Government Organisations) in the changing democratic South Africa. It is believed that NGO's can help to change or redress the past undesirable labour views on education for Blacks in South Africa.

6.5.2 General conclusion

Views on labour-oriented education indeed affected the lives of Black South Africans from 1948 when the National Party took power in South Africa until it relaxed some of its policies in 1986. These policies, however, continue to marginalise black South Africans today. This research has yielded valuable findings about the past education system for Blacks in South Africa between 1948 and 1986. It is deemed fit to conclude this study by once again quoting a comment from one of the respondents who was interviewed in the course of this study:

"Ideas from this paper will help us to understand the past education system of Blacks in South Africa. If you do not ask you will never know and if you do not research you will never discover" (cf. 5.4.2).