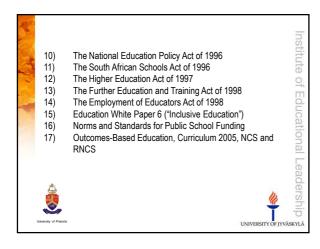


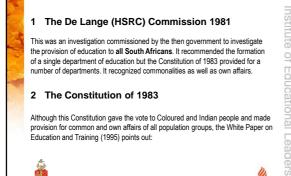




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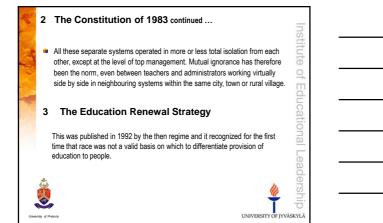
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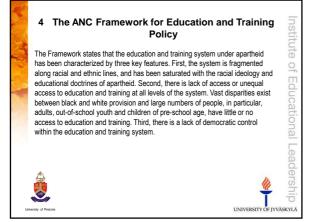
2 The Constitution of 1983 continued ...

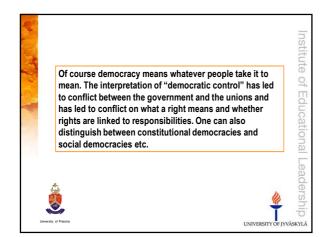
The historic pattern of (education) organization has changed many times during a century and more of public educational provision, but from the viewpoint of the majority of the population, it has always been the case that schools and colleges were ethnically segregated and ultimate control of funds and policy was retained by White central governments. From 1983, education was organized through the three separate "own affairs" services of the tricameral parliament, for Indians, Coloureds and Whites respectively (the latter being organized in four semi-autonomous provincial departments), with provision for the Black population being divided between six self-governing territory departments, a central government department administering education for Africans living in the "White RSA", and four nominally independent state departments. A "Department of National Education" controlled policy and budgetary allocations on behalf of the central government.

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The Framework proposed the following principles

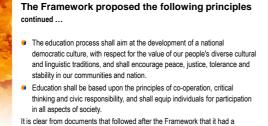
- The state has the central responsibility in the provision of education and training.
- The provision of education and training shall be planned as part of a coherent and comprehensive national social and economic reconstruction and development programme, including a national strategy for the development of human resources, and the democratization of our society.
- A nationally determined framework of policy and incentives shall ensure that employers observe their fundamental obligation for the education and training of their workers.
- Education and training policy and practice shall be governed by the principle
 of democracy, ensuring the active participation of various interest groups, in
 particular teachers, parents, workers, students, employers, and the broader
 community.

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The Framework proposed the following principles continued ...

- In the process of ensuring education and training for all, there shall be special emphasis on the redress of educational inequalities among historically disadvantaged groups such as youth, the disabled, adults, women, the unemployed and rural communities.
- There shall be mechanisms to ensure horizontal and vertical mobility and flexibility of access between general formative, technical, industrial and adult education and training in the formal and non-formal sectors.
- There shall be nationally determined standards for accreditation and certification for formal and non-formal education and training, with due recognition of prior learning and experience.



profound impact on the thinking of all decision- and policy makers.

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