

file: reports [3]

**EDUCATION AND UNEMPLOYMENT!  
WHICH WAY ARE WE HEADING?**

Frightening headlines in the media such as "SOARING NUMBERS OF JOBLESS AT CRISIS LEVEL" By Magnus Heysteck, "JOBLESS TIMEBOMB TICKING AWAY" By Mike Siluma and many other editorials is a sure warning that ... "South Africa's unemployment crisis could soon get out of control".

The 'time' for talking has long gone past. South Africa needs ACTION! To wait for the political parties to resolve their differences will NOT SOLVE the problem of the labour market. Unless the training is immediately integrated to the requirements of both the commercial and industrial sectors, be assured that there shall be NO FUTURE for the unqualified job-seekers and the "JOBLESS TIME-BOMB" is sure to explode.

The type of EDUCATION provided is a strong factor contributing to the massive unemployment because the applicant is insufficiently qualified. EDUCATION is also the major factor in the mushrooming of squatter camps. Since the need for survival is a must, these youngsters grow up creating an easy career in other fields. Careers that are contrary to normal and honest work.

Yes! improper EDUCATION is the cause of the ever increase in drug dealing, hijacking and stealing vehicles, mugging, robbing banks, committing brutal crimes which was NEVER experienced before. These inhuman acts have reached to epidemic stage. People cannot walk peacefully on the streets and in parks any longer.

In the past jails were used to keep-in the villains. Now innocent citizens 'jail' themselves in their homes to keep-out the rogues.

The source of all the aforementioned evil deeds is caused by NOT providing the type of EDUCATION that would discipline students.

Since EDUCATION is not properly addressed, it is costing us South Africans billions in monetary terms. The very sad part is that life has no value - GOD GIVEN LIVES ARE LOST because of just ONE factor - EDUCATION!

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EVERY ADVERSITY HAS AN EQUIVALENT RATIO OF PROSPERITY.

There is every possibility that just a little co-operation from the public could change the destiny of many South Africans.

Since the invention of the 'wheel', technology in various fields has advanced tremendously. It has definitely made life easy but, it has also created many pit-falls.

The 'gap' between this advancement in technology and the present education system has caused a set-back to many millions: employees, employers and the school-leavers. It has disrupted peaceful living, introduced inflation to buying and deflation to the economy.

People in high positions are now frantically looking for a solution to bridge the 'gap'. This brings to mind an appropriate quotation by an American writer, Mr Norman Vincent Peale who says "Grasp a difficulty by the 'blade' and it cuts; grasp it by the 'handle' and you can use it constructively". The following paragraph proves that "EVERY ADVERSITY HAS AN EQUIVALENT RATIO OF PROSPERITY".

The political prisoners are the 'living' examples of the RATION OF PROSPERITY. They never dreamed of this day and to be free. Some have even become world renowned. This is because they believed in the EQUIVALENT RATIO OF PROSPERITY.

The set-backs in the EDUCATION system should not be allowed to dampen the future of our children.

In 1967, the FIRST seed of 'LOOKING AHEAD' was planted with the founding of COMPUTER COLLEGE OF SOUTH AFRICA. It provided a 'link' to get a job.

Again, the technology is at hand and I have the 'know-how' that is needed to apply a more constructive approach to education, the very source that 'drives the wheel'.

My experience with the oriental people is that they do not take any 'pain killers' when they have a headache. They cure the roots that causes the pain. I shall therefore, firstly and very briefly, present to you AN INSIGHT to the following - the source of our problem:

- i) The Present Teaching Application, The Feedback And Its Detrimental Effects.
- ii) The Price one has to Pay, Presently and in the Future - UNLESS!
- iii) Televised Mass Education System in addition to the present methods and its Disadvantages.

I shall then demonstrate A LESSON TO LEARN AND AN INCLINATION TO A BETTER EDUCATION SYSTEM.

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Continued Page 3/...i) THE PRESENT TEACHING

i) THE PRESENT TEACHING APPLICATION, THE FEEDBACK  
AND ITS DETRIMENTAL EFFECTS.

Let me discuss the most vital subject, mathematics as an example. Why is mathematics the most disliked subject even though it is an absolute necessity and most widely used subject in every avenue of employment.

Consider the following points logically:

- a) During the prime age of cultivating the pupils' thinking ability, mathematics is taught by a class teacher.
- b) All teachers are not inclined to teach maths.
- c) When the subject is not presented in its proper perspective, the student definitely begins to lose interest - DISLIKES the subject because the parents use the old British method while schools use the new American System. Hence, the child becomes disillusioned.
- e) Beginning life with a weak foundation means ending the study career with a lower grade or no maths - Both of which is a 'Death Warrent' to the pupil.

Now let me move away to the stage where the pupil is in standard 3 and a subject teacher is appointed. His task is to build blocks on the already weak foundation. NOTE: The damage was severely done during the first four vital years of schooling.

Let us now examine as to how maths is taught, the time allocated to teach and the feed-back from the students.

A teacher who has four classes. (25) students in each class = 100. (Some classes have THIRTY pupils while other classes have upto FORTY students).

The teacher is restricted to a maximum of seventy minutes ie. (2) period per class. During this time he, the teacher, must explain the concept (+40 minutes). To get the feedback, He then requests the pupils to attempt 30 questions in the remaining (+30) minutes.

The teacher also has to give at least one minute attention to each child. But, suppose six pupils took (5) minutes of the teacher's time - the other twenty children who needed the teacher's attention have lost out because the time has expired. Since the pupils only managed to complete five questions in the class, the teacher then instructs the students to complete the balance at home.

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Continued Page 4/...The next day

The next day the teacher has (3 000) answers to mark. If he spends just TWENTY-FIVE SECONDS on each answer - it amounts to TWELVE AND-A-HALF HOURS just to mark the previous day's work. DO YOU THINK THAT THE TEACHER HAS DONE JUSTICE?

The teacher is constantly under pressure - Plus minus two hours of research and preparing the presentation, About four and-a-half hours teaching and twelve and-a-half hours to mark. It adds up to A TOTAL OF 19 HOURS!!!

NINETEEN HOURS OF WORK is a lot for even the most dedicated teacher. The time allocated is enough for ONLY the few 'bright ones'. In respect of the weaker pupils, the teacher has NO TIME WHAT-SO-EVER, to even undo the damages done during the most vital primary age.

Irrespective of how strong the 'building blocks' may be, it will surely collapse because of the weak foundation. There will be no hope of employment for those thousands of school-leavers.

The seriousness of the education system can be displayed by the following paragraphs.

At a recent graduation held at The COLLEGE, an Inspector of Schools from the HoD, Mr E Seedat said and I quote "Statistics shows that in 1988, some (80 000) matriculants could not enter the commercial world because they lacked tertiary education - the 'link' that provides jobs".

He continued by saying "It is no mere coincidence that all those who have completed their training at this centre have already succeeded in securing employment for themselves.

We are quick to blame the wrongdoers, yet we are the ones to be blamed for their destiny. Our architecture have changed the course of their life. With all the technology at hand, we still practise ancient methods.

And now, the latest media reports indicate that from the 400 000 matriculants who just wrote their finals, ONLY 10% will find jobs. That means that another THREE HUNDRED AND SIXTY THOUSAND JOBSEEKERS will be in the same 'unemployment boat' which just cannot accommodate any more.

In conclusion, I must emphasis that should the present system of education be permitted to continue for yet another year, the effect it shall have shall be totally detrimental. THINK ABOUT IT!!!

Continued Page 5/...ii) THE PRICE ONE HAS TO

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ii) THE PRICE ONE HAS TO PAY,  
PRESENTLY AND IN THE FUTURE - UNLESS!

Since the birth of the FIRST private computer training institute in South Africa (See next page) the demand by commerce and industry for computer skilled personnel has outgrown the supply. Hence - many, many more colleges, companies and even universities and the technikons have introduced the subject - to fulfil the needs of the computer users. Training in computers and computer related subjects is now a multi-million rand business. Most of it is funded by the employers.

The commercial world and indirectly, the consumers are paying the price because the education department have lagged in the introduction of computers at schools. Many private colleges as well as companies provide 'crash' courses to satisfy the needs of the industry. The crash courses costs the company even more because candidate uses the company's equipments and premises as a base to futher understand the concepts.

Any product which is in great demand must cost more. Therefore, a person with only one year experience on a PC earns three times that of the normal salary. The shortage of computer skilled staff is one of the major factor contributing to inflation.

Should a company wish to have a staff trained, the minimum cost involved is R2 000,00. Not taking into account the salaries, the employment agency's fees and the high costs of seminars.

To train four hundred thousand people per annum for a country like South Africa at R2 000,00 per person amounts to R800 million. This figure should be multiplied by two or three because most of the companies charge between R4 000,00 to R11 000,00 per person.

No company, institution or organisation is prepared to spend that much of money. The outcome is that innocent individuals are taken for a 'ride' by some of the 'make-a-quick-buck' organisations who offer OND-DAY and TWO-DAY courses. Knowing very well that the entire study career was spent studying one subject for thirty-five minutes so that the bio-logical computer (THE BRAIN) could assimilate the concepts according to the 'Laws of Nature', there are many desperate people who allow themselves to be influenced by such 'fly by night' companies. The most stupid person knows that no one will employ anyone which such training.

The use of computers has been integrated into various types of jobs. Therefore, one has to agree that the cost to train a person in a specific job including the training in computers is enormous.

In conclusion, I must ask you to seriously consider that if such frightening figures are experienced now, imagine the price an employer would pay for a skilled person in just eight years from now, that is, by the year 2000!!!

"Looking ahead so that you're not left behind" was a foresight used in the birth of COMPUTER COLLEGE OF SOUTH AFRICA (See next page).

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Continued Page 6/...THE BIRTH OF A

THE BIRTH OF A PRIVATE COMPUTER TRAINING INSTITUTE  
(THE FIRST IN SOUTH AFRICA)

When COMPUTER COLLEGE OF SOUTH AFRICA opened its doors in 1967, No University nor Technikon (then known as Technical College) offered training in computers because only the Financial Institutions and few large corporate companies could afford the use of 'main frame' computers like the IBM System/3's, ICL 2903's etc.

Training of staff on these systems, including programming courses, was provided by the said suppliers (IBM, ICL etc). Since the demand was not great, there was no need for any academic institutions to offer courses related to computers. Besides, it was very costly to hire a computer. To purchase a system was out of the question. Yet, The COLLEGE introduced IBM S/3, ICL 2903 and ICL System 10 in 1973 to provide 'hands-on' experience. This step was necessary to give the computer industry graduates with one year experience.

The COLLEGE had the foresight that 'the use of computers is the future'. Therefore, though the rental at that time was in excess of R6 000,00 per month, The COLLEGE spent the money to assist the computer users by supplying (in whichever small way it could) computer skilled personnels.

The low fee structure maintained, to-date, by The COLLEGE made it possible for the thousands of lesser fortunates to become self-sufficient by gaining employment in every avenue of the computer industry.

In conclusion, I must add that against all odds, the FIRST Institute, since inception, truly and totally adopted a non-racial and equal system in education.

Continued Page 7/...TELEVISED MASS EDUCATION

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ii) TELEVISED MASS EDUCATION SYSTEM IN ADDITION TO  
THE PRESENT METHODS AND ITS DISADVANTAGES.

In adopting other system of education, I wish to quote a prominent person, Mr William Smith of The Star Schools who says "Traditional teaching methods are not going to provide a fast enough solution to South Africa's educational crisis even if South Africa opened ONE NEW SCHOOL EVERY DAY and TRAINED 800 TEACHERS each year for the NEXT THREE YEARS, we would still not be able to accommodate all prospective pupils in a formal education system".

Though I do give credit to Mr Smith for developing a solution to stimulate education through the television media and using most advanced teaching methods, He also admits that "It is difficult to keep pupils tuned in."

This is because there is no student/teacher direct relationship. The best teachers, using up-to-date teaching aids, cannot produce the discipline and the relationship which exists in a classroom.

One would agree that to spend R3 000 a running minute from Barlow Rand's R1 million funding and 'hoping' that the students are tuned in, is not a wise investment. Mr Smith states "With television it's different. It can be turned off at the touch of a button". Even if humour is created - with jokes or without jokes, if a student is not interested - no one is there to keep check.

Answering only a few questions on the air does not do justice to the many thousands of the 1,7 million readers. Again it boils down to the classroom environment whereby only the few pupils out of twenty-five receive the teacher's attention.

In conclusion I must voice the following: Spending a fortune on broadcasting knowing very well that these prospective pupils would still not be accommodated in a formal educational system brings us back to SQUARE ONE!!!

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iv) A LESSON TO LEARN AND AN INCLINATION  
TO A BETTER EDUCATION SYSTEM

A progressive country is a country that provides a high standard of education from the very grass-roots level. We have the resources yet we refuse to make use of it. To compete in a world of advanced technologies, we have to keep abreast or a step ahead. If we do not take heed now, only GOD AL-Mighty can save us.

Let us take a lesson from the Japanese people who were completely destroyed in the second world war. To-day, they are the world's leaders in commerce and industrial manufacturing. They take our raw material and re-sell to us the processed product.

How is it done? Obviously by means of an advance education system. Sitting on a mountain of gold, diamond and other valuable treasures and not knowing how to recognise the difference makes it worthless.

The system of education applied presently and the method used by our learned Mr Smith is still not the right answer. What is really needed is a system whereby the formal education, from grade one, is integrated to the requirements of the commercial, financial and the industrial organisations.

To begin at the beginning is the FIRST such 'handle' to grasp in order to overcome the difficulty in education.

The mechanics of EM Timol's Futureworld Educational Institute is very simple but, UNIQUE! This system does not call for 'home-work' Thus, teachers have ample free-time for research and developments of programs.

AN IMPORTANT POINT TO REMEMBER - Financial Institutions depend on the economic growth provided by the commercial and the industrial organisations. The latter depends on a sound system of education.

FINALLY: Any member of the community who is concerned about EDUCATION and UNEMPLOYMENT may submit his or her views to  
The Administrator,  
Computer College of South Africa,  
Private Bag X5, Ferreirastown, 2048  
to establish a unique system of education -  
EM TIMOL'S FUTUREWORLD EDUCATIONAL INSTITUTE -  
to fullfil the needs of all South Africans

"Success depends entirely upon your contribution.  
This is TRUE not only with education, but also in life".  
Ebrahim M Timol

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