



**AZAPO**  
AZANIAN PEOPLE'S ORGANISATION

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**TO: MEDIA STATEMENT FOR IMMEDIATE RELEASE**  
**FROM: AZAPO Education Secretariat**  
**DATE: January 21, 2022**  
**SUBJECT: AZAPO ON THE RELEASE OF NSC DEPARTMENT OF BASIC EDUCATION MATRIC RESULTS**

AZAPO takes this moment to congratulate the class of 2021 and wish all the successful students well with their future.

Despite the difficulties students went through during the 2021 academic year, some students still managed to perform exceptionally well. AZAPO cannot help but wonder what the significance of releasing the NCS matric results a day after the IEB results is – or is it perhaps an indirect way of reminding the citizens that South Africa is an unequal society, despite noises about *the elusive "rainbowism"* and the empty *"a better life for all"* mantra? Unlike the NSC, IEB results are almost at a 100% pass rate. To AZAPO it is disturbing that two parallel education streams continue to run countrywide, with one, IEB, catering for the elite in a racially and economically polarised society. Most citizens in the country are at the mercy of dysfunctional public schools. The dysfunctional schools cater almost exclusively for black learners in villages and townships, while former model C schools accommodate some black learners.

AZAPO notes with great concern the *status quo* to the effect that while legislation provides for uniform public education, the stark reality is some public schools cannot be accessed by ordinary citizens, due to steep fees. These high fees make it difficult for many Black learners to gain access to good schools. It is against this background that AZAPO urges national government to discontinue the subsidy for private education. Such resources should instead be used to improve the quality of education in townships and villages by building better resourced schools and increasing staffing. AZAPO mud classroom and pit latrines should be done away with.



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AZAPO is in no way saying schools in townships and villages are without value, but rather highlights the fact that most of these schools are under resourced and inadequately staffed. This sad situation forces matric learners in townships and villages to attend classes for 7 days a week. This is an unsustainable situation which tends to deny these learners the necessary rest to ensure they perform satisfactorily in the final exams.

AZAPO also notes with dismay the following factors affecting the performance of learners in township and rural schools:

- the unsatisfactory state of infrastructure (mud classrooms) in the schools – this has a negative impact on school attendance.
- The lack of proper sanitation (pit toilets) is disruptive and is a glaring manifestation of inequality in the education system.
- The cumulative effect of the inequality in the education system shows in the provincial performance of schools.
- Better equipped schools have a higher pass percentage than those schools subjected to factors mentioned above.
- Interprovincial disparity in resource allocation further compounds the problem.

Failure to ensure teaching and learning starts on day one of the school calendar is a major contributing factor to problems that beset the school system.

As most of the successful matric learners will hopefully enrol for their studies at institutions of higher learning; AZAPO is concerned by the unashamed bias the Minister of Basic Education displays towards university enrolment by downplaying the importance of TVET Colleges. She seems to encourage students to aspire towards university education as the only viable avenue for advancing future personal financial and economic prosperity.

To AZAPO it would seem as if a viable and practical school curriculum has for the past 27 years been elusive to South Africa. The curriculum in schools does not prepare our next generation of professionals/workers to fit in with demands of the fourth industrial revolution. On the contrary, universities seem to continue to churn out graduates who tend to lean more towards archaic and unhelpful knowledge systems. What South Africa needs desperately are graduates who are creative and innovative.



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Education continues to be contested terrain, both practically and theoretically. It can serve a Neo-liberal agenda; or a theoretical precept as envisaged by Paulo Frere and Bantu Biko. It should be noted however that the Neo-Liberal education system in South Africa has not been progressive for the toiling masses and exploited persons. The traditional school of thought is still bent on colonial cultural heritage rather than the new school of thought that proposes decoloniality. Curriculum in both South African schools and Universities entails rigid, regimented approaches which ignore the capacities and interests of the student.

Considering the above observations, AZAPO emphasizes its outlook on education by indicating that it should:

- integrate and reflect the overall struggles of our masses
- be linked to the general aims of the revolution and building of a new society
- equip students with the requisite skills needed for change and
- reduce the level of ignorance, fear, dehumanization, and oppression, instead aim for achieving integration of school and community; and
- equip students for real changes.

In this new educational endeavour, black people should affirm their cultural personality as a means of destroying the exploitative and oppressive culture of Neo-Colonialism. Education must better the lives of Black people in this country.

In conclusion, AZAPO says, South African citizens cannot afford to have a sort of feudal system which promotes inequality. A desirable system is one wherein there is egalitarianism without a dominant class.

AZAPO's fight is for a classless and egalitarian society.

**Ends.**

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