**Jp Lawrence**

**LO Project: Human Rights Violations**

**Parel Vallei Highschool**

**Grade 12**

The Bishop of South Africa has cited the country's education system as one of the key causes of high youth unemployment. Bishop *Sipuka* identifies the school system as the "mother" of all the causes of unemployment in South Africa in a statement shared with ACI Africa on Friday, July 2. He goes on to say that the country's educational system provides pupils with knowledge that is directly opposed to what they will discover on the labour market. These statements made by Bishop Sipuka have a validity to them in which education serves the highest blame in unemployment, not only in our youth, but in general too. He made a very good point when he said that what the current educational system teaches students is pointless if we look at the job market. According to statistics, around 40% of South African children/youth are non-educated or don’t/can’t go to school. So not only is our education system *broken*, but it also doesn’t accommodate nearly half of the youth population. In this essay, I hope to discuss different perspectives and takes on the matter of our education system, while stating facts and evidence to validate my arguments. My goal is to help youth feel encouragement and empowerment through the struggle that we collectively face whilst enlightening and informing them.

Unfortunately, one cannot be victimised or labelled as a perpetrator, because this situation is circular and therefore the blame cycle cannot end. What I mean by this is, the root of the problem is South Africa itself, and more specifically, the Department of Education. However, South Africa is also suffering because of this instability or lack of efficiency. This damage is self-inflicted and the only ones who can change that, are the ones responsibly/capable of by-passing laws and/or the respective government officials.

Even though our educator officials do not intend on creating an impractical future for us, we, the youth, are suffering regardless of this unfruitful system. Firstly, as mentioned, the current education does not meet the job market requirements and there are too many jobs that we as students aren’t trained for. This is unfortunately also a system that youth are in, so another way that we’re being violated is by the fact that we don’t have a choice/say in our education. We just make sure that our decisions align with that of our educators/officials. More emphasis, in schools, is getting placed on passing and/or getting good marks to study at university meanwhile we should be focusing on what the job market promotes. For example, many students take Maths, because firstly, they are focused on getting into university, and secondly, it has become the norm to take Maths because then you are “guaranteed” to be successful in your studies. Stereotypes like these, cause more confusion, doubt and struggle within our schools.

The name of my organisation is CSC (Children’s School Commission) is an organisation based on focusing on the likes of the current generation or, more importantly, the next working generation. According to statistics, most European countries are channelling all their efforts into producing a fruitful, efficient education system in order to generate a productive working class. Countries, by example, like this are Sweden, UK, Finland, Germany, Norway etc… The aim of my organisation is to change our education system for the better so everyone can benefit productively and practically. We’ve had a couple of great examples from what great education can bring, so there is no holding back. More importantly than bringing up a productive work class, there are a large percentage of the population who aren’t educated/equipped to work. I want everyone to have a fair chance and an opportunity at a school. This means receiving the same designated education regardless of background or school.

I see a vision in this visionless system where we can build up and produce the first ever *efficient* working class. Once one generation is taught like this, it is very likely that it won’t stop and therefore this would be a major positive turn for the economy. This is what I like to call a financial investment for the country. Allocate enough resources to what is needed, and in turn, exponential amounts will return. Less unemployment and more certainty.

This will be one of the biggest changes to be made if, hypothetically speaking, it did happen. As I’ve already discussed, with the current system, there is no benefit or in fact, there is no assurance for anything. The effects of this system play a huge role in one’s future. There are numerous ways in which each individual learner is influenced by this.

For example, let’s take the majority of the 40%.and consider what would happen to this group of non-educated youth. They will grow up without the fundamental basics of speaking, problem-solving, writing etc. all the skills necessary to work the average skilled job. It is likely that this group will look to find work elsewhere probably as a worker or gardener, which results in getting paid in wages and increased exposure to exploitation. The majority will grow up in poverty and their future children might not have the opportunity to go to school as their parents wouldn’t be able to afford it. This affects the whole country in the way that there won’t be any fluctuation in the percentage of unemployed/uneducated people. Less taxpayers result in a worse economy and overall lifestyle quality as the government won’t be able to provide enough to meet a standard.

The next group affected by this is the group of youth that had the opportunity to go to school but dropped out either for academic or home circumstances. These youth do have the fundamental knowledge required by most jobs in the job market, but they do not have their matric certificate. A matric certificate is very important as it tells the hiring employer that “Look, if this person can get through school and still pass with all that pressure it means that they are equipped with the things needed to complete a job under pressure” and many more points. Fortunately, not all hope is lost as to studying after school. That learner could still go off to a college and start something that they will benefit from or do some course online and try their luck with a job. Their success rates aren’t high, as to statistical data, which wouldn’t be feasible. Unfortunately, many factors play into why a student would drop out of school, but most commonly, they are doing bad at school and have no hope in a better future so the option of leaving, at the time, just seems like the better option.

**Bibliography**

<https://www.worldatlas.com/articles/10-countries-with-the-best-education-systems.html>

<https://www.aciafrica.org/news/3791/south-africas-education-system-to-blame-for-youth-unemployment-catholic-bishop-says>

<https://www.education.gov.za/Portals/0/Documents/Publications/Education%20Statistic%20SA%202016.pdf?ver=2018-11-01-095102-947>

<https://www.news24.com/news24/columnists/validating-the-truth-about-sas-education-system-20180426>

<https://www.scirp.org/pdf/OALibJ_2018110214241616.pdf>

<https://www.scirp.org/journal/paperinformation.aspx?paperid=93553>

**Sources**

<https://mg.co.za/article/2018-12-10-racism-tops-sa-human-rights-violations/>

<https://jplawrence.github.io/files/gender-motherhood.pdf>

<https://jplawrence.github.io/files/cartoon.pdf>

<https://jplawrence.github.io/files/russia-ukraine-war.pdf>

<https://jplawrence.github.io/files/women%20violence.pdf>