8

Education

The aim of the Department of Education is to develop, maintain and support a South African education and training system for the 21st century.

According to the Bill of Rights contained in the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996), everyone has the right to a basic education, including adult basic education and further education, which the State, through reasonable measures, must make progressively available and accessible.

At almost 6% of Gross Domestic Product, South Africa has one of the highest rates of government investment in education in the world.

Formal education in South Africa is categorised according to three levels – General Education and Training (GET), Further Education and Training (FET), and Higher Education (HE).

The GET band consists of the Reception Year (Grade R) and learners up to Grade 9, as well as an equivalent Adult Basic Education and Training (ABET) qualification. The FET band consists of all education and training from the National Qualifications Framework (NQF) Levels 2 to 4 (equivalent to Grades 10 – 12 in schools) and the N1 to N6 in FET colleges. The HE band consists of a range of degrees, diplomas and certificates up to and including postdoctoral degrees. These levels are integrated within the NQF provided by the South African Qualifications Authority (SAQA) Act, 1995 (Act 58 of 1995).

In 2003, the South African public education system accommodated more than 11,6 million school learners, 463 025 university students, 206 087 technikon students and over 350 000 FET college students. There were 26 489 primary, secondary, combined and intermediate schools, with 340 000 educators.

The matric exam pass rate improved from 48,9% in 1999 to 73,3% in 2003. This improvement is due to numerous intervention strategies by the national and provincial departments, aimed at improving the quality of teaching and conditions in the classroom, especially in previously disadvantaged areas.

Girl learners' performance in matric Mathematics improved, with 78,3% passing the exam (compared with 74,3% in 2002).

The FET and HE sectors recently underwent a major rationalisation process that reduced the overall number of institutions through mergers.

Education structures

South Africa has a single national education system, which is organised and managed by the national Department of Education and the nine provincial departments.

Ministry of Education

The National Education Policy Act, 1996 (Act 27 of 1996), gives the Minister of Education the power to determine national norms and standards for educa-

tion planning, provision, governance, monitoring and evaluation. The principle of democratic decision-making must be exercised within the context of overall policy goals. In determining policy, the Minister must take into account the competence of provincial legislatures and the relevant provisions of any provincial law relating to education.

National and provincial departments of Education

The Constitution has vested substantial power in the provincial legislatures and governments to run educational affairs (other than universities and universities of technology – until recently, technikons), subject to a national policy framework. The national Department of Education is responsible for formulating policy, setting norms and standards, and monitoring and evaluating all levels of education. It also funds HE institutions through subsidies and by providing financial support to students through the National Student Financial Aid Scheme (NSFAS).

The national Department shares a concurrent role with the provincial departments of Education for school education, ABET, Early Childhood Development (ECD) and FET colleges. The South African Schools Act, 1996 (Act 84 of 1996), further devolves responsibility to school level by delegating the governance of public schools to democratically elected school-governing bodies consisting of parents, educators, non-educator staff and (in secondary schools) learners.

Relations with provincial departments of Education are guided by national policy, within which the provincial departments have to set their own priorities and implementation programmes. The National Education Policy Act, 1996 formalised relations between national and provincial authorities, and established the Council of Education Ministers (CEM) and the Heads of Education Departments Committee (HEDCOM) as intergovernmental fora to collaborate in developing the education system.

The role of the national Department is to translate the education and training policies of government and the provisions of the Constitution into a national education policy and legislative framework.

It is the responsibility of the Department to ensure that:
• all levels of the system adhere to these policies and laws
• mechanisms are in place to monitor and enhance quality in the system
• the system is on par with international developments.

The core activities of the Department are to:
• provide research and policy review
• provide planning and policy development
• provide support to the provinces and HE institutions in their implementation of national policy, norms and standards
• monitor the implementation of policy, norms and standards to assess their impact on the quality of the educational process, and identify policy gaps.

The Department of Education has six branches:
• Administration
• Systems Planning and Monitoring
• Quality Promotion and Development
• General Education
• FET
• HE.

Administration

This Branch provides administrative support for policy formulation and the overall management of the Department, including administrative support to the Minister, Deputy Minister, Director-General and Internal Audit.

It is responsible for personnel; financial, administrative and other office services; as well as Information Technology; security; and asset management.

Systems Planning and Monitoring

The Systems Planning and Monitoring Branch has three major functions, namely: costs and financing of education, infrastructure development and human resource planning. The Branch provides leadership through:
• developing standards for the provision, utilisation, employment and management of educators
• rendering a professional service to the education and training sector (not HE), as well as financial and physical planning, and information systems

- analysing, developing and planning for policy developments in the education sector
- managing development support and promoting optimal budgeting processes for provinces.

Quality Promotion and Development

The Quality Promotion and Development Branch is responsible for providing strategic leadership for the development of policies and programmes to ensure access to quality education for all learners in the system, through:

- ensuring that all education institutions reflect the ethos and principles of the Constitution
- promoting and ensuring access to both curricular and extra-curricular activities for all learners
- addressing health conditions that constitute barriers to learning and development, and promoting essential health awareness and behaviour
- monitoring and evaluating the performance of the education system, individual schools and education institutions, and tracking progress on the achievement of major transformation goals.

General Education

The General Education Branch is responsible for the development and implementation of policies for early childhood education, school education, ABET, inclusive education, governance capacity, and in-service education and pre-service education and training.

The Branch provides leadership through the management and evaluation of programmes for ECD, school education, ABET, learners with special needs, education management and governance programmes, and education human resources.

Key achievements of the Branch include:

- replacing the Apartheid curriculum with a new curriculum aimed at meeting the needs of a democratic South Africa in the 21st century
- improving the qualifications of thousands of teachers who were previously unqualified or underqualified
- establishing democratic governance in all schools
- providing training in literacy and formal ABET programmes to 1,4 million adults.

Key priorities of the Branch include expanding ABET programmes; providing Grade R to all children; further developing a truly inclusive system of education, including the consolidation of special schools; ensuring that there are no underqualified teachers; and successfully implementing the Revised National Curriculum Statement (RNCS).

Further Education and Training

The FET Branch is responsible for the development of policy for Grades 10 to 12 in public and independent schools as well as public and private FET colleges. It oversees the integrity of assessment in schools and colleges and offers an academic curriculum as well as a range of vocational subjects. FET colleges cater for out-of-school youth and adults.

The Branch oversees, co-ordinates and monitors the system's response to improved learner participation and performance in Mathematics, Science and Technology. It devises strategies aimed at the use of Information and Communications Technology (ICT) in schools and identifies and nurtures talent.

The Branch provides leadership through:

- establishing a system to promote open and lifelong learning
- promoting the integrity of the assessment of learners
- rendering a professional support service to the FET Board.

Higher Education

HE is central to the social, cultural and economic development of modern societies. The HE Branch provides strategic direction and institutional support towards the development of a single co-ordinated system.

The Branch provides leadership through:

- the development of legislation
- the development of policy support to the HE system
- liaison with constituencies in HE
- the registration of private HE institutions
- oversight of the NSFAS
- the implementation of the National Plan for HE

- the allocation and transfer of subsidies to public HE institutions.

Statutory bodies

Council of Education Ministers

The CEM, consisting of the Minister of Education, the Deputy Minister of Education and the nine provincial members of the executive council (MECs) for Education, meets regularly to discuss the promotion of national education policy, share information and views on all aspects of education in South Africa, and co-ordinate action on matters of mutual interest.

Heads of Education Departments Committee

The HEDCOM consists of the Director-General of the Department of Education, the Deputy Directors-General of the Department, and the heads of provincial departments of Education. The functions of the Committee include facilitating the development of a national education system, sharing information and views on national education, co-ordinating administrative action on matters of mutual interest, and advising the Department on a range of specified matters related to the proper functioning of the national education system.

Council for Quality Assurance in General and Further Education and Training (Umalusi)

The Council ensures that education- and training-providers have the capacity to deliver, and also assesses qualifications and learning programmes to ensure that they conform to set standards. Umalusi is guided by the General and Further Education Act, 2001 (Act 58 of 2001). The functions of the defunct South African Certifications Council (SAFCERT) were incorporated into those of the new Council, which was constituted in June 2002. SAFCERT concentrated on quality assurance of the Senior Certificate.

The Council has a five-point programme:
- quality assurance of providers
- quality assurance of qualifications and learning programmes
- quality assurance of assessments
- issuing of certificates
- monitoring and reporting on quality in education and training.

South African Qualifications Authority

The SAQA is a statutory body of 29 members appointed by the Ministers of Labour and of Education.

The SAQA, via the NQF, ensures that South African qualifications are of the highest quality, and internationally comparable. The Authority oversees the:
- development of the NQF by formulating and publishing policies and criteria for the registration of bodies responsible for establishing education and training standards or qualifications, and for the accreditation of bodies responsible for monitoring and auditing achievements in terms of such standards and qualifications
- implementation of the NQF, by ensuring the registration, accreditation and assignment of functions to the referred bodies, as well as the registration of national standards and qualifications on the NQF.

The NQF is a set of principles and guidelines in which records of learner achievement are registered. This enables national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages lifelong learning. The NQF also attempts to move the measurement of achievement in education and training away from input towards outcomes.

On 31 March 2004, the Ministry of Education celebrated 10 years of transformation in education with the launch in Cape Town of a high school history book series aimed at creating an African view of the country's past.

The series, *Turning Points*, was initiated by the Institute for Justice and Reconciliation as part of its Reconciliation and Social Reconstruction Programme.

High schools nationwide will each receive eight volumes, written by South African scholars.

The SAQA's Centre for the Evaluation of Educational Qualifications determines the equivalence between foreign and South African qualifications in the South African context.

The integration of a seamless system, encompassing ECD, GET, ABET, FET and HE is achieved through the development of the NQF.

Thirty-one Education and Training Quality Assurance Bodies have been accredited, including the Council on Higher Education (CHE) and 25 Sector Education and Training Authorities (SETAs). There are 8 000 qualifications registered with the NQF.

In 2004, SAQA registered, for the first time, a qualification known as the National Certificate Statutory Intelligence Practice. The recognition of statutory intelligence training by a national qualifications authority is unique in South Africa.

Intelligence officers will now be awarded a SAQA-approved qualification, thus placing them in a better position to study further and broaden their employment prospects.

All new recruits to civilian, police and defence intelligence will undergo this training.

The National Certificate is a Level 5 qualification comprising 149 credits. It entails various unit standards including project management, communication, effective work skills, democracy and intelligence, legislation, ethics, intelligence operations and analysis.

Council on Higher Education

The CHE was established by the HE Act, 1997 (Act 101 of 1997), as an independent statutory body to advise the Minister of Education on all HE issues. The Council is also responsible for quality assurance through the HE Quality Committee (HEQC).

The functions of the CHE include:
- advising the Minister either at his/her request or proactively on all matters related to HE
- monitoring and evaluating whether and with what consequences the vision, policy goals and objectives for HE are being realised, including reporting on the state of South African HE
- executive responsibility for quality assurance within HE and training – including programme accreditation, institutional audits, programme evaluation, quality promotion and capacity-building
- contributing to developing HE – giving leadership around key national and systematic issues, producing publications, holding conferences, undertaking research to sensitise government and stakeholders to immediate and long-term challenges of HE, and consulting with stakeholders about HE.

Starting in 2004, the HEQC has embarked on its first six-year cycle of audits at public and private HE institutions. The audits will focus on the quality of the core functions of learning, research and community engagement in HE institutions.

As part of this process, the HEQC completed a re-accreditation exercise of Master of Business Administration (MBA) programmes in 2004, during which 37 MBA programmes offered by 18 public and nine private HE institutions were evaluated in a stringent peer review process.

The review included MBA programmes offered by universities and technikons, as well as by local and foreign HE institutions operating in South Africa. The outcome of the review resulted in 10 MBA programmes not being accredited, 12 receiving conditional accreditation, and six receiving full accreditation.

The HEQC is developing a report on the state of MBA provision in South Africa that will include an analysis of MBA education as well as recommendations and strategies to enhance the quality of MBA programmes and make them internationally competitive.

The next national review will focus on programmes in the field of teacher education.

South African Council for Educators (SACE)

The SACE functions under the auspices of the SACE Act, 2000 (Act 31 of 2000), and is responsible for the registration, promotion and professional development of educators; and setting, maintaining and protecting their ethical and professional standards. It aims to enhance the status of the teaching profession. The Council relies on initial registration fees and monthly levies from educators as its main source of revenue.

The SACE's Code of Conduct determines the ethical rules of the profession which educators must adhere to.

It is dedicated to ensuring adherence to the Code, which includes dealing with complaints against educators. Serious offenders can lose the right to teach.

The SACE partners the Department of Education and the Education Labour Relations Council (ELRC) in facilitating the upgrading of teacher qualifications.

National Board for Further Education and Training (NBFET)

The NBFET was launched in June 1999 in terms of the National Education Policy Act, 1996. It provides the Minister with independent and strategic advice on matters relating to the transformation of FET. The Board may, on its own initiative, advise the Minister on any aspect of FET, as well as:
- national FET policy, goals and priorities
- norms and standards, including those regarding funding
- norms and the terms, purposes and conditions of earmarked grants
- reports on FET from provincial advisory bodies.

Education Labour Relations Council

The ELRC is a bargaining council for the education sector. The Council consists of equal representation of the employer (the national and provincial departments of Education) and the employees (trade unions representing educators and other employees in the sector).

The ELRC aims to create effective and constructive labour relations in the education sector, and to ensure the promotion and transformation of education at all levels within society.

National Student Financial Aid Scheme

The NSFAS is responsible for:
- allocating loans and bursaries to eligible students in public HE

- developing criteria and conditions for the granting of loans and bursaries to eligible students, in consultation with the Minister
- raising funds, recovering loans, maintaining and analysing a database, and undertaking research for the better utilisation of financial resources
- advising the Minister on related matters.

In 2004/05, the Department utilised R902 million in loans and bursaries to support students from the poorest communities to receive tertiary education. Of this amount, R578 million came from transfer payments allocated to the Department's Budget Vote.

By June 2004, the Scheme had awarded R4 billion in loans to 360 000 students.

Financing education

In the 2004/05 financial year, R75 862 billion was allocated to education. This amount included R9 908 545 for HE institutions and R65 192 026 for college and school education.

Financial planning in the Department occurs within the Government's Medium Term Expenditure Framework, which, through its three-year budgeting horizon, facilitates sustainable and properly planned financing.

Conditional grants amounting to R960,8 million were allocated to the National School Nutrition Programme (NSNP) and the HIV and AIDS Programme in 2004/05.

Responsibility for the NSNP was shifted from the Department of Health to the Department of Education with effect from 1 April 2004. The funds allocated for this Programme will be used to serve daily meals to five million learners at 15 000 schools for the period April 2004 to March 2005. An amount of R912 million has been recommended for 2005/06 and R937 million for 2006/07.

By August 2004, the Programme was reaching about 85% of the 15 000 targeted schools.

The conditional grant for provincial Education departments for HIV and AIDS programmes for public schools, and FET colleges in nodal areas and informal settlements was increased by R8 million for 2005. The Department will continue to manage and

support donor-funded construction projects in the provinces, such as those funded by the Netherlands, the European Union (EU) and Japan.

Some R20 million was allocated for the implementation of the RNCS at the General Education band in 2004. These funds were used for training for the Intermediate Phase (Grades 4 – 7) and the printing and distribution of teacher guides for these phases.

In addition, R40 million was allocated for curriculum writing and implementation of Outcomes-Based Education (OBE) for the FET band. These funds will be used to develop a cadre of trainers who will conduct the training of curriculum officials in the provinces.

Equity in education expenditure

Equity between and within provinces is achieved through the equitable division of national revenue between provinces, making use of the Equitable Shares Formula (ESF), the National Norms and Standards for School Funding, and the National Post Provisioning Norms.

The Government's ESF promotes financial equity between provinces, through the distribution of national revenue to provinces on the basis of relative need and backlogs. In the area of education, the size of the school-age population and the number of learners enrolled in public ordinary schools are taken into account, as well as capital-investment needs.

The National Norms and Standards for School Funding, which became national policy in 1999, are aimed at achieving equality and poverty redress at schools in terms of non-personnel expenditure within a province. The Norms are clearly progressive, with 60% of a province's non-personnel expenditure going to the poorest 40% of learners in public schools. The poorest 20% of learners receive 35% of non-personnel resources, while the richest 20% receive 5%.

To enhance the attainment of equity in funding ordinary public schools, the School Funding Norms provide for full, partial and conditional exemption for parents who cannot afford to pay school fees, thus ensuring that learners with financial difficulties cannot be denied access to education.

Considering that about 88% of provincial education expenditure goes towards personnel costs, the distribution of personnel, in particular, educators, is a key driver of equity within provinces. Equity in this regard is promoted by the National Post Provisioning Norms. These Norms have contributed to the narrowing of inequalities with regard to educator:learner ratios and the availability of more educator posts in historically disadvantaged areas.

Education policy

Legislative framework

Education policy is informed by the following legislation:

- The National Education Policy Act, 1996 is designed to identify the policy, legislative and monitoring responsibilities of the Minister of Education, and to formalise relations between national and provincial authorities. It established the CEM and HEDCOM as intergovernmental fora to collaborate in developing the education system, and provides for the determination of national policies in general and further education and training, including curriculum assessment, language policy and quality assurance. The Act embodies the principle of co-operative governance.

- The South African Schools Act, 1996 promotes access, quality and democratic governance in the schooling system. It ensures that all learners have access to quality education without discrimination, and makes schooling compulsory for children aged seven to 15, or learners reaching the ninth grade, whichever occurs first. It also provides for two types of schools – independent schools and public schools. The Act's provision for democratic school governance through school-governing bodies is in place in public schools countrywide. The school-funding norms outlined in the Act prioritise redress and target poverty in funding allocations to the public schooling system.

- The FET Act, 1998 and the *Education White Paper 4 on FET* (1998) provide the basis for developing a nationally co-ordinated system,

comprising the senior-secondary component of schooling and technical colleges. It requires that FET institutions, created in terms of the new legislation, develop institutional plans; and provides for programme-based funding and a national curriculum for learning and teaching.

- The HE Act, 1997 provides for a unified and nationally planned system of HE. It created the statutory CHE which advises the Minister and is responsible for quality assurance and promotion. The HE Act, 1997, *Education White Paper 3 on HE* (1997) and the National Plan for HE form the basis for the transformation of the HE sector.
- The Employment of Educators Act, 1998 (Act 76 of 1998), regulates the professional, moral and ethical responsibilities and competencies of educators.
- The ABET Act, 2000 (Act 52 of 2000), provides for the establishment of public and private adult-learning centres, funding for ABET provisioning, the governance of public centres, and quality-assurance mechanisms for the sector.
- The SAQA Act, 1995 provides for the creation of the NQF, which establishes the framework for a national learning system that integrates education and training at all levels.
- The SACE Act, 2000 provides for the establishment of a council to undertake the registration of educators; promote the professional development of educators; and set, maintain and protect ethical and professional standards for educators.

The HE Amendment Act, 2002 (Act 63 of 2002), clarifies and brings legal certainty to labour and student matters regarding the mergers of public HE institutions. It provides clarity on the authority to take the decision to merge and to give a name and physical location to a new institution.

A new section was inserted into the Employment of Educators Act, 1998, to enable a provincial department to appoint new recruits or applicants after a break in service, without requiring a recommendation from a governing body. It also enables the fair distribution of qualified educators by allowing provinces to distribute such educators, especially to schools in rural areas.

A new section was inserted into the FET Act, 1998, and the ABET Act, 2000, prohibiting corporal punishment in educational institutions and centres.

Tirisano

In January 2000, the *Tirisano* (meaning 'working together') plan was operationalised. Through it, the Department has achieved greater stability in the system, enhanced basic school functionality, improved the ability of provincial education systems to manage human and financial resources, and ensured a clear focus on delivery.

The priorities of *Tirisano* are to:
- deal urgently and purposefully with HIV and AIDS by utilising the education and training system
- ensure the successful running of provincial systems through successful co-operative governance
- reduce illiteracy among adults and the youth over the next five years
- develop schools as centres of community life
- end conditions of physical degradation in South African schools
- develop the professional abilities of the teaching force
- ensure the success of active learning through OBE
- create a vibrant FET system, which will equip the youth and adults to achieve social goals
- build a rational and seamless HE system that will embrace the intellectual and professional challenges facing South Africans in the 21st century.

These priorities have been organised into the following six core programme areas:
- HIV and AIDS
- school effectiveness and teacher professionalism

In July 2004, the *Tirisano* Youth Choir won two silver medals at the 2004 Bremen Choir Olympics in Bremen, Germany.

The Choir won the medals in the Mixed Youth Choir and Folklore acapella categories. Over 300 choirs from 75 countries participated in the competition.

The *Tirisano* Youth Choir comprises 150 learners from various schools countrywide.

- literacy
- FET and HE
- organisational effectiveness of the national and provincial departments of Education
- values in education.

The Minister of Education, Ms Naledi Pandor, has prioritised the following eight areas to guide the work of the Department:

- Improving access and results through quality of service and opportunity. This includes ongoing reviews to ensure that school education and the curriculum is of a high standard; and expanding access to ECD, including accelerating the provision of Grade R, improving school infrastructure, and enhancing teacher education and training.
- Equipping pupils and students with appropriate skills, especially with regard to Mathematics, Science and Technology.
- Supporting sectors that are critical to skills development, especially with regard to creating a vibrant, responsive and flexible FET college sector.
- Improving funding for education, especially at provincial level.
- Supporting and enhancing HE, especially in consolidating the merger process at HE institutions and enhancing access to the NSFAS.
- Education for all, especially with regard to adult literacy and education.
- Partnerships in government and beyond, especially those pertaining to the provision of school infrastructure and the alignment of ABET with the Expanded Public Works Programme.
- Making the system work, especially with regard to ensuring free access to quality education for those who cannot afford to pay school fees.

Policy developments

Improving access to free and quality basic education

School fees are set at an annual public meeting of the school-governing body where parents vote on the amount to be paid. Parents who cannot afford to pay, or who can only afford a lesser amount, are granted an exemption or reduction in the fees they must pay.

A Plan of Action to progressively improve access to free and quality education for all was developed and approved by the Cabinet. The Plan was made public on 17 June 2003 and includes mechanisms to ensure the following:

- Greater interprovincial equity so that learners with similar levels of poverty receive the same minimum level of school funding.
- The abolition of compulsory school fees, where adequate levels of resourcing are reached, for 40% of learners in the poorest schools.
- A national norm based on a minimum basic package of R450 per school term in 2003, which will be allocated per learner for non-personnel recurrent items, starting with the poorest 20% of learners. Adequate per-learner funding for the poorest 60% of learners in the poorest schools will be phased in over three years.
- The granting of automatic fee exemptions to learners who qualify for certain social service grants and payments.

e-Education

On 27 August 2003, the Cabinet approved the *Draft White Paper on e-Education*. It sets out govern-

The Department of Education launched the Girls' Education Movement (GEM) in Parliament in March 2003. As part of its objectives, the GEM aims to:
- provide opportunities for girls to develop and exercise their leadership and technical skills
- tap the potential of boys, women and men to work in partnership with girls to promote girls' education in Africa; and through education, create more equitable and just African societies.

The GEM is an organisation representing children in Africa which was initiated in Kampala, Uganda in 2001.

It comprises children in schools and communities throughout Africa, who work in different ways to improve the lives of African girls.

It also aims to ensure that girls receive an adequate education, especially in Science and Technology.

The Department of Education hosted a five-day Girls' Leadership Camp in Durban in July 2004, as part of making the GEM a reality.

The Camp, with the theme *Understanding the Self*, was attended by girls from across the country.

The Camp provided the girls with opportunities to develop and exercise their leadership and technical skills.

ment's approach to an ICT environment in education. Government wants to ensure that every school has access to diverse and high-quality communications services.

The goal is to ensure that every learner is ICT-capable by 2013 (able to use ICTs confidently and creatively to help develop the skills and knowledge they need as lifelong learners), and that all schools are connected to the Internet by that time. The need for teacher-training and ICT equipment is recognised, which will require additional resources from provincial budgets and other innovative sources.

By February 2004, agreements had been signed between the Department of Education and the private sector, including Microsoft and Symantec.

Provinces are at different levels of ICT implementation. Significant progress has been made through the Western Cape Khanya initiative, the Gauteng Online initiative, and the Connectivity Project in the Northern Cape.

General Education and Training

General school education is structured according to three phases, namely the Foundation Phase, Intermediate Phase and Senior Phase, and constitutes the compulsory component of the education system. The progressive provision of Grade R prior to Grade 1 started in 2002.

Currently, the Foundation Phase lasts three years. Basic learning activities during this Phase centre around three learning programmes, namely Literacy, Numeracy and Life Skills. One additional language is introduced in Grade 3.

During the three-year Intermediate Phase, learning activities centre on five learning programmes, namely Language Literacy and Communication; Mathematical Literacy, Mathematics and Mathematical Sciences; Arts and Culture; Life Orientation; Human, Social, Environmental and Management Sciences; and Natural Sciences and Technology.

The Senior Phase accounts for Grades 7 to 9. During these years, learners have to master the following learning programmes: Language Literacy and Communication; Mathematical Literacy, Mathematics and Mathematical Sciences; Arts and

Culture; Life Orientation; Human and Social Sciences; Economic Management Sciences; Natural Sciences; and Technology. Grade 9 signals the end of compulsory schooling and ends with a GET certificate, which is Level 1 on the NQF.

Curriculum 2005

Curriculum 2005 is the brand name of the National Curriculum Framework introduced into schools in 1998 and based on the concept of OBE.

OBE regards learning as an interactive process between and among educators and learners. The focus is on what learners should know and be able to do (knowledge, skills, attitudes and values). It places strong emphasis on co-operative learning, especially group work involving common tasks. The goal is to produce active and lifelong learners with a thirst for knowledge and a love of learning.

The revised Curriculum will be phased in, starting with Grades R to 3 in 2004.

The revised Curriculum Statement is available in all 11 official languages as well as in Braille. This Statement is much simpler to work with and provides more guidance to teachers about expectations and standards. In addition, a teacher's guide has been prepared, which assists the educator in developing appropriate learning programmes to achieve the specified outcomes.

A national core team provided training to officials from every province, including curriculum specialists, subject advisers and other key staff. They, in turn, have been training school principals, who are expected to provide instructional leadership in their schools and to educators.

The National Curriculum Statement Grades 10 – 12 was approved by the CEM and the Cabinet in August 2003. It will be accompanied by a new Further Education and Training Certificate (FETC), which will replace the current Senior Certificate. While the new Curriculum is expected to be introduced in Grade 10 in 2006, in Grade 11 in 2007, and in Grade 12 in 2008, a final decision in this regard will be made in 2005.

The FETC, which will require higher levels of performance in each subject, will greatly enhance the Department's ability to predict learners' future per-

formances by explicitly stating levels of learner performance. The FETC will not prejudge learners' potential by differentiating them into Higher and Standard grades.

School admission policy

The age of admission to Grade 1 is five years if the child turns six on or before 30 June in their Grade 1 year.

However, if a parent has reason to believe that their child is not school-ready at age five turning six, they can choose to send their child to Grade 1 at age six turning seven.

The Education Laws Amendment Bill of 2002 sets the age of admission to Grade 1 as the year in which the child turns seven. However, a Constitutional Court challenge to the Bill in 2003 resulted in the school-going age of Grade 1 to be changed to age five if they turn six on or before 30 June in their Grade 1 year. This was implemented with effect from the 2004 school year.

When applying for admission, parents must present the school with an official birth certificate and proof that the child has been immunised against communicable diseases.

For non-South African citizens, a study permit, temporary or permanent residence permit, or evidence of application for permission to stay in South Africa, is also required.

Further Education and Training

FET consists of all learning and training from NQF Levels 2 to 4, or the equivalent of Grades 10 to 12 in the school system, and National Technical Certificate 1 to 3 in FET colleges. Learners enter FET after the completion of the compulsory phase of education in Grade 9 or via the ABET route. The long-term vision of this sector includes the development of a co-ordinated FET system, providing high-quality, flexible and responsive programmes, and opportunities for a learning society. The short-to-medium-term focus is on addressing the weaknesses and deficiencies of the current system, while simultaneously laying the foundations for the next 20 years.

Curriculum development in Further Education and Training

The FET Curriculum is shifting away from the traditional divides between academic and applied learning, theory and practice, and knowledge and skills. The new Curriculum moves towards a balanced learning experience that provides flexible access to lifelong learning, higher education and training, and productive employment in a range of occupational contexts.

FET comprises three different pathways, namely academic, vocationally orientated and occupation-specific. The Curriculum consists of three components of learning: fundamental, core and elective. Curriculum development in FET regards the 12 learning fields of the NQF as its point of departure.

The National Curriculum Statement Grades 10 – 12 (General) as well as the Qualifications and

---

From 1 – 4 February 2004, some 29 Ministers of Education from various countries in Africa met in Cape Town for the first-ever All Africa Ministers' Conference on Open Learning and Distance Education.

Forty countries were represented and 279 delegates from across the continent attended. Held under the theme *Transforming Education for a New Africa: Realising the Potential of Open Learning and Distance Education*, the Conference focused on:
• practices in open learning and distance education, and realistic expectations of the role it can play in the African context
• the conditions necessary for the provision of cost-effective, quality distance education
• possible strategies for developing quality distance education
• possible regional and/or continental strategies for collaboration to help realise the potential of distance education.

The Conference concluded by affirming the goals of Education for All and aligning itself with the New Partnership for Africa's Development framework for education and training.

A Conference Statement was adopted, recommending core strategies and recognising the responsibility of governments for implementation, with the assistance of organisations such as the United Nations Educational, Scientific and Cultural Organisation, the Commonwealth of Learning, the Association for the Development of Education in Africa, and other relevant multilateral institutions.

Assessment Policy Framework Grades 10 – 12 (General) were developed and declared policy in September 2003. The Most Improved Schools Awards have been successful in providing an incentive for schools to improve their performance.

At its meeting in Pretoria on 5 April 2004, the CEM approved that Gujarati, Hebrew and Latin be included in the list of approved subjects at the FET level, bringing to 13 the number of non-official languages on offer in South African schools.

The Northern Cape Department of Education was also expected to investigate the possibility of including San and Khoi as school languages.

National Strategy for Mathematics, Science and Technology Education

A profile of 102 schools dedicated to Mathematics and Science was compiled in 2003. Through the 102 *Dinaledi* schools, the National Mathematics, Science and Technology Strategy assisted in increasing the performance and participation rate in gateway subjects, particularly for African students and girl learners. Performance in Physical Science Higher Grade (HG) and Mathematics HG has improved by 30% and 22% respectively over the last three years.

A national plan to enhance the Strategy was approved by the Cabinet in January 2004. It includes setting performance targets in Mathematics, Science and Technology, especially for African and girl learners; placing qualified and competent Mathematics, Science and Technology teachers in every school; identifying and nurturing talent and potential in Mathematics, Science and

On 27 January 2004, the Ministry of Education launched the *Dinaledi* Awards in Johannesburg. *Dinaledi* means 'star' in Sesotho.

The Awards are aimed at increasing participation in Mathematics and Science in historically disadvantaged schools.

The Awards will be available for up to 10 schools every year and the winners will each receive a one-year grant of R100 000.

The Department of Education has selected 102 Mathematics and Science secondary schools as part of the *Dinaledi* Project, to increase participation and improve student performance.

Technology; and making interactive digital content on Mathematics, Science and Technology available via satellite, television, Internet, multimedia, print supplements and the educational portal.

Further Education and Training colleges

South African learners need a range of skills and knowledge to keep up with modern technology. Remote rural areas need to be reached, and adult learners need the opportunity to retrain for a second or third career. Small business entrepreneurs also need courses catering for their needs, and industry and the community need to be provided with productive people who see learning as a lifelong occupation, within an economy that is being restructured to meet the demands of globalisation.

In this context, the creation of a dynamic, responsive and high-quality FET system to promote wider access and social inclusion; encourage lifelong learning; meet the human resource development (HRD) needs of the country; contribute towards urban renewal and rural development; and develop an entirely new citizenry in the country, became imperative.

As a result, a major transformation of the FET sector took place during 2002/03, in which the existing 152 technical colleges were merged to form 50 multisite-campus FET colleges.

The colleges provide:
- high-level skills training
- a balanced training programme, emphasising both theoretical and practical skills linked to specific industry requirements
- vocational training, which continually exposes students to the demands of the work environment.

The new system operates under a single governing council appointed to oversee effective and accountable management across and within the various FET college campuses and sites.

The recorded increase in student intake, the development of new programmes, and increased participation in learnerships bear testimony to the potential for growth in this sector.

Private Further Education and Training colleges

The private FET institutions' Pre-Registration Report was compiled in 2001. A regulatory framework for the registration of private providers awaits approval and implementation in 2005. The challenge in 2004/05 is the finalisation and implementation of mechanisms for the regulation of private providers of FET programmes.

Higher Education

The role of HE in the South African education system is threefold:

- HRD: Mobilising human talent and potential through lifelong learning, to contribute to the social, economic, cultural and intellectual life of a rapidly changing society.
- High-level skills training: Training and providing person power to strengthen the country's enterprises, services and infrastructure. This requires the development of professionals with globally equivalent skills, but who are socially responsible and conscious of their role in contributing to the national development effort and social transformation.
- Producing, acquiring and applying new knowledge: National growth and competitiveness are dependent on continuous technological improvement and innovation, driven by a well-organised and vibrant research and development system which integrates the research and training capacity of HE with the needs of industry and of social reconstruction.

Transformation and reconstruction of the Higher Education system

Due to the legacy of Apartheid, the HE education sector had to be restructured to meet the social, cultural and economic development imperatives of the new social order, and to establish a single co-ordinated national HE system.

The *Education White Paper 3: A Programme for the Transformation of HE* and the HE Act, 1997 provided the policy and legislative framework for the transformation of the HE system.

National Plan for Higher Education

The National Plan for HE was released in March 2001. The Plan establishes indicative targets for the size and shape of the HE system, including overall growth and participation rates, institutional and programme mixes, and equity and efficiency goals.

It provides a framework and outlines the process for the restructuring of the system. It also provides signposts for the development of institutional plans.

The key proposals of the Plan are that:

- the participation rate in HE will be increased from 15% to 20% in the long term, i.e. 10 to 15 years
- there will be a shift in the balance of enrolments over the next five to 10 years between the humanities; business and commerce; and science, engineering and technology, from the current ratio of 49:26:25 to 40:30:30 respectively
- institutions will establish student-equity targets with the emphasis on programmes in which Black and female students are under-represented, and develop strategies to ensure equity of outcomes
- institutions will develop employment-equity plans with clear targets for rectifying race and gender inequities
- institutional diversity will be achieved through the approval of a distinct mission and academic-programme profile for each institution
- the academic programme mix at each institution will be determined on the basis of its existing programme profile, as well as its demonstrated capacity to add new programmes
- redress for historically Black institutions will be linked to agreed missions and programme profiles, including developmental strategies to build capacity
- research will be funded through a separate formula based on research output, including, at a minimum, master's and doctoral graduates and research publications
- earmarked funds will be allocated to build research capacity, including scholarships to promote postgraduate enrolments
- the institutional landscape will be restructured through collaboration at regional level, in pro-

gramme development, delivery and rationalisation, particularly of small and costly programmes.

Institutional restructuring

The institutional landscape establishes a new institutional and organisational form, namely comprehensive institutions formed by merging universities and technikons. Technikons are in the process of being renamed universities of technology, on the advice of the CEM.

The establishment of 24 consolidated HE institutions, including two national institutes for HE, out of the former 36 universities and technikons will be finalised in January 2005. The HE system consists of 11 universities, five universities of technology, and six comprehensive institutions.

The new HE landscape consists of the following institutions:
- University of the Witwatersrand
- University of Cape Town
- Rhodes University
- University of the Western Cape (which incorporated the Dental Faculty of Stellenbosch University on 1 January 2004)
- University of Zululand
- Venda University
- University of the Free State (which incorporated the QwaQwa Campus of the University of the North on 1 January 2003 and the Bloemfontein Campus of Vista on 2 January 2004)
- North West University (from the merger of the universities of Potchefstroom – which incorporated Vista Sebokeng Campus on 2 January 2004 – and North West)
- University of Pretoria (which incorporated the Mamelodi Campus of Vista University on 2 January 2004)
- University of KwaZulu-Natal (from the merger of the University of Natal and the University of Durban-Westville)
- University of South Africa (UNISA) (after the merger of UNISA – which incorporated the Vista University Distance Education Campus on 2 January 2004 – with Technikon SA)
- Tshwane University of Technology (from the merger of technikons Pretoria, North West and Northern Gauteng)
- Durban Institute of Technology (from the merger of Natal Technikon and Technikon M. L. Sultan)
- Central University of Technology, Free State (formerly Technikon Free State)
- Mangosuthu Technikon
- University of Johannesburg (to be established in January 2005 from the merger of Rand Afrikaans University – which incorporated the Soweto and East campuses of Vista University on 2 January 2004 – with Technikon Witwatersrand)
- University of Limpopo (to be established in January 2005 from the merger of the Medical University of South Africa and the University of the North)
- Nelson Mandela Metropolitan University (to be established in January 2005 from the merger of the University of Port Elizabeth – which incorporated the Port Elizabeth Campus of Vista University on 2 January – and Port Elizabeth Technikon)
- Walter Sisulu University of Technology and Science (to be established in January 2005 from the merger of the University of Transkei, Border Technikon and Eastern Cape Technikon)
- University of Fort Hare (which incorporated the East London Campus of Rhodes University on 1 January 2004)
- Cape Peninsula University of Technology (to be established in January 2005 from the merger of the Cape and Peninsula technikons)
- Northern Cape Institute of HE
- Mpumalanga Institute of HE.

Adult Basic Education and Training

The ABET Act, 2000 and the regulations for a National ABET Board provide a legislative framework for the establishment, governance and funding of ABET centres. Through the Adult Education and Training Multi-Year Implementation Plan (MYIP), the quality of ABET provisioning and delivery is improving.

The National ABET Board is an advisory body to the Minister which receives reports from all sectors on the progress of the MYIP.

The number of adults with no education decreased from 4,2 million in 1996 (Census 1996) to 1,8 million in 2001 (Labour Force Survey), which is an indication that there has been tremendous progress with adult literacy programmes.

The Department established the South African Literacy Agency to significantly reduce adult illiteracy; through:

* mobilising voluntary services in support of a nationwide literacy initiative
* developing training programmes for volunteer educators
* designing, developing and procuring reading and resource material
* setting up local literacy units
* establishing and maintaining a database of learners and providers
* servicing the needs of learners and educators.

As part of the advocacy campaign to mobilise learners, National Adult Learners' Week was launched as an annual event on 1 September 2000, and award ceremonies are held on International Literacy Day (8 September) to honour and applaud the courage and achievements of adult learners and their educators.

Partnerships to improve literacy levels in the country include the Bridges to the Future Initiative (BFI), a public-private collaboration that includes the Department of Education, Multichoice Africa Foundation, SchoolNet South Africa, UNISA and the International Literacy Initiative.

The BFI aims to provide skills for out-of-school youth and adults in ICT and adult education. Initiatives include the development of community learning and technology centres for lifelong learning and income-generation, the development of tools to improve basic education and literacy through teacher training in selected nodal areas, and the use of ICT for human development in areas such as health, agriculture and HIV and AIDS prevention.

A Memorandum of Understanding was signed in June 2004 between the Limpopo Department of Education, SchoolNet South Africa and the International Literacy Initiative to launch the project in Limpopo on a pilot basis. Lessons learnt from the implementation of the project will be used as a guide for further expansion of the Initiative.

The Department of Education hosted the International Adult Learners' Conference in Johannesburg in July 2004.

The Department identified several ABET targets for 2004/05 at the Conference, including:

* completing a recruitment and training drive for learners and volunteer educators, with a target enrolment of 68 000 learners in 4 000 literacy units nationwide
* implementing a social mobilisation campaign to encourage participation and completion of ABET programmes
* finalising a development programme for ABET practitioners, which will be translated into accredited training programmes, and completing an audit of the development needs of ABET officials
* establishing a system for assessing and monitoring the functionality of Public Adult Learning Centres, as well as a system for the development, provision, procurement and retrieval of adult learning and teaching-support material.

Masifunde Sonke is another project set up by the Ministry of Education to address the challenges of illiteracy, and to promote a love of reading. The project is tasked to profile reading and to encourage stakeholders to promote reading. The project is being used to 'spread the word', and numerous reading-promotion messages are seen on television channels and heard on radio, owing to the strong working relationship with the SABC.

The Democracy in the Classroom Project was launched in August 2003. It is the result of a partnership between the United Kingdom's (UK) Department for International Development (DFID), the Independent Electoral Commission of South Africa and the ABET Institute of UNISA, in collaboration with the South African National Literacy Initiative (SANLI).

Education of learners with special education needs

The national Department of Education, together with the provincial departments, provides a wide range of

education services to learners with diverse challenges. These include:

- autism
- behavioural problems
- visual impairment
- tuberculosis
- children in conflict with the law
- physical disability
- neurological and specific learning disabilities
- multi-disability
- intellectual disability
- hearing impairment
- communication disorders
- epilepsy
- over-aged learners.

In accordance with the *2001 Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System*, future provision of education will be provided in full-service schools, special schools as resource centres, or in ordinary public schools.

The White Paper outlines a 20-year plan for developing an inclusive education and training system across all bands of education. The expansion programme entails a phased conversion of 500 primary schools into full-service schools over a 20-year period. Donor funding totalling R65 million has been secured from the Swedish International Development Agency. Special schools will be converted into resource centres, and full-service schools will be established together with district-based support teams. In the short term, 30 full-service schools and 30 district support teams will be established.

The Directorate: Inclusive Education implements inclusive education in classrooms and education institutions across the country. Their main tasks include removing barriers to learning experienced by learners with disabilities, and integrating learners with special needs into mainstream schools.

Early Childhood Development

ECD refers to the processes by which children under the age of nine develop intellectually, socially, physically, emotionally and morally.

The Department encourages an integrated cross-sectoral approach to child development that includes health, nutrition, education and psycho-social factors.

An audit of over 23 000 ECD centres and service-providers was conducted in 2001, which revealed that the ECD field was dominated by the non-governmental sector. Where departmental provision exists, it usually caters for children from the age of three years to school-going age. It is estimated that in South Africa, about 90% of children under the age of nine do not have access to ECD prior to attending school.

The *White Paper 5 on ECD*, which establishes a national system of provision of Grade R for children aged five, was launched in May 2001. The medium-term goal is for all children entering Grade 1 to have participated in an accredited Grade R programme by 2010.

The White Paper also focuses on expanding ECD provision, correcting imbalances, ensuring equitable access, and improving the quality and delivery of ECD programmes. These interventions aim to break the cycle of poverty by increasing access to ECD programmes, particularly among poor children. The programmes are implemented with other departments.

ECD centres must be registered with municipalities and their activities are controlled by the provincial Education departments. These regulations are applicable to public as well as private pre-primary schools.

In March 2004, the Ministry of Education established a seven-member Ministerial Committee on Rural Education.

The formation of the Committee was decided by the Council of Education Ministers.

Its mandate is to address issues related to the problems of rural education and to explore conditions of rural education. This includes the phenomena of platooning and double shifts, farm schooling, infrastructure, and the effective implementation of national policies.

The Committee aims to develop a comprehensive strategy for rural education and training for educational institutions in general, and schooling in particular.

The Committee was expected to complete its work in November 2004.

The SACE Act, 2000 provides for the registration of ECD practitioners. In terms of the Act, all educators must be registered before they can be responsible for the care and education of children. When ECD practitioners are registered, they undergo professional development sponsored by the Council and are subject to the Code of Ethics.

The School Register of Needs

The School Register of Needs provides an important benchmark for addressing historical inequities.

Considerable progress has been made since 1994 in correcting these inequities. The School Register of Needs 2000 Survey recorded significant improvements in school infrastructure and access to basic services countrywide.

The Register reported less overcrowding in institutions overall, with a decline in the average number of learners in a classroom from 43 (in 1996) to 35 (in 2000). Except in Mpumalanga, learner: classroom ratios also decreased. Classroom shortages decreased from 49% (1996) to 40% (2000). In 1996, 40% of all schools nationwide had no access to water. By 2000, this had been reduced to 34%. There was a 68% improvement in the provision of sanitation, although 16,6% of learners remained without toilet facilities. Fifty-nine percent of schools had no telephones in 1996. This percentage was reduced to 34% in 2000.

On the other hand, the biggest decline was in the number of schools in excellent and good condition, indicating that investment in infrastructure had not been adequately maintained. The number of buildings in good condition declined from 9 000 to 4 000 between 1995 and 2000, with at least 12 000 school buildings in need of repair.

Recent years have seen an improvement in infrastructure spending, especially on school education. The provincial education capital budget, which was R1,587 billion in the 2002/03 financial year, increased to R2,67 billion in 2003/04, with a projected increase to R3,13 billion in 2004/05. In particular, emphasis on classroom provision has reduced classroom backlogs drastically. Some 3 750 classrooms were built in 2002/03, while 4 330 were expected to be built by the end of the 2003/04 financial year.

President Thabo Mbeki said, in the State of the Nation Address in May 2004, that by the end of 2004/05, government would ensure that there was no learner or student learning under a tree, in a mud-school, or in any other dangerous conditions that exposed learners and teachers to the elements.

Human Resource Development Strategy

In April 2001, the Ministries of Education and of Labour jointly launched the HRD Strategy for South Africa, entitled *A Nation at Work for a Better Life for All*. The Strategy is underpinned by a set of institutional arrangements, including SETAs, and the general reshaping of further and higher education to meet the HRD needs of the country.

The Strategy ensures integrated HRD planning and implementation, monitored on a national, regional and sectoral level. Progress is measured against approved indicators.

The key mission of the Strategy is to maximise the potential of people in South Africa through the acquisition of knowledge and skills, and to set in place an operational plan and the necessary arrangements to ensure that everyone achieves productivity and works competitively to improve their quality of life.

The goals of the Strategy include improving the social infrastructure of the country, reducing disparities in wealth and poverty, developing a more inclusive society, and improving South Africa's position on the International Competitiveness Table over the next 10 years.

Primarily, the integration of different government policies will help to increase economic growth and employment, improve the standard of living for all, broaden participation in the labour market, and produce a more educated and trained citizenry.

HIV and AIDS

The Ministry of Education works alongside the Ministry of Health to ensure that the national education system plays its part in stemming HIV and AIDS, and ensure that the rights of all those infected with the disease are fully protected.

This priority has been operationalised into three objectives of the *Tirisano* implementation plan. Each is linked to anticipated outcomes and performance indicators. The three programmes are:
- awareness, information and advocacy
- HIV and AIDS within the curriculum
- planning for HIV and AIDS and the education system.

The Ministry's policy on HIV and AIDS for learners and educators has been converted into an accessible booklet aimed at educators, school-governing bodies and district officials.

On 9 June 2003, the CEM announced a three-year strategic plan which is consistent with the national five-year plan. The plan focuses on:
- limiting the spread of HIV and AIDS through life-skills education
- providing social support to educators and learners who are affected
- managing the impact of HIV and AIDS on the education system.

Partnerships, international relations and funding

Central to the education policy framework is the contention that a high-quality education sector cannot be built by government alone. It depends on creative and dynamic partnerships between the public sector, civil society and international partners. Several working partnerships have been, and are being, consolidated as the capacities of various sectors to contribute to educational development are better understood.

The Department of Education, the three teacher unions, the SACE, the ELRC and the Education, Training and Development Practices SETA signed a historic declaration at the National Education Convention in November 2002, in which they committed themselves to work together to achieve education transformation goals.

Teacher unions

The majority of educators are organised into three teacher unions, namely the National Professional Teachers' Organisation of South Africa, the South African Teachers' Union, and the South African Democratic Teachers' Union. A labour-relations framework has been jointly agreed to by the Ministry of Education and the unions. This encompasses both traditional areas of negotiation and issues of professional concern, including pedagogy and quality-improvement strategies.

Non-governmental organisations (NGOs)

NGOs are emerging as important partners in educational transformation and are often a source of creativity and innovation. The Department of Education is working with NGOs and the private sector to expand relationships, particularly in the areas of educator training, school improvement, ABET, ECD and FET, as well as evaluation, research and monitoring. The private sector in particular is increasingly engaging in the provision of basic education by funding FET initiatives, building schools in needy communities, and supporting the provision of teaching and learning equipment.

Public-private partnerships

The success of key national initiatives (including SANLI) relies largely on partnerships with the private and NGO sectors.

Several partnerships have been consolidated, providing working models of educational transformation through public-private partnerships. The Business Trust, a partnership between business and government, works in education through three NGOs, namely the READ Educational Trust, the Joint Education Trust and the National Business Initiative Colleges Collaboration.

The international community

The international community's contribution to education transformation is important. The Department co-operates with United Nations (UN) agencies and with numerous donors to improve access to basic, further and higher education.

Development co-operation partners such as the Australian Agency for International Development, Flanders, France, Germany, Italy, Japan International Co-operation Agency, the Swiss Agency for Development and Co-operation, the Danish Agency for Development Assistance, the United States Agency for International Development, the Swedish International Development Agency, the Canadian International Development Agency, DFID, the Netherlands, the Irish Agency for International Development, the Finnish Government and the EU have been instrumental in the provision of technical and financial assistance to the national and provincial departments of Education.

The governments of the UK and Northern Ireland are making available R226 million to the Limpopo Department of Education. The assistance, which will be spread over six years (2003 – 2009), is known as the *Khanyisa* Education Support Programme.

The Programme aims to improve learning achievement, support, and service delivery across the whole education system.

The Ministry also played a leading role in the development of the Southern African Development Community Protocol on Education and Training, which aims to achieve equivalence, harmonisation and standardisation of education in the region.

International partnerships and South-South exchanges are fostered particularly within the African continent.

The Department has a strong collaborative relationship with the UN Educational, Scientific and Cultural Organisation. A key initiative of the collaboration is the development of national Education For All (EFA) action plans. As part of regional consultations on the implementation, the Department participates in assessing progress in the elaboration of the EFA plans of countries in sub-Saharan Africa, and exchanges information and best practice on the development of these plans. South Africa has re-affirmed its commitment to the Ministers of Education of African member states to make the experience, expertise and existing infrastructure of South African HE available to the rest of Africa.

In March 2004, the Ministry of Education and the German Ambassador to South Africa, Ms Anna-Margareta Peters, held a meeting to explore ways to strengthen collaboration between the two countries.

This forms part of government's strategy to encourage the study of foreign languages in South African schools and institutions of higher learning.

The German Government supports 100 public and independent schools that offer German language instruction to over 13 000 learners.

It also offers scholarships and exchange programmes to teachers and students, and supports 57 formal co-operation agreements between local and German HE institutions.

This collaboration will also seek to establish a stronger relationship between the German *Abitur* examinations and the new FETC to be introduced in 2008.

The combination of German *Abitur* and National Curriculum Statement Grades 10 – 12 (General) subjects will only be offered at German schools and will be open to all South African learners.

The German Government offered the services of a subject adviser to be seconded to the Department of Education over a two-year period to finalise this task.

In April 2004, the EU granted South Africa about R500 million for the building of 150 new schools and the refurbishment of many others.

Library and information services (LIS) sector

On 12 March 2004, the National Council for LIS was launched, eight years after the idea was first mooted.

The Council aims to advise the Ministers of Arts and Culture and of Education on matters relating to the development and co-ordination of LIS.

It will also advise the Ministers on policies governing the allocation of public funds, and on how to promote literacy and a culture of reading.

South African libraries have developed over a period of more than 150 years. The world's first free public library service was established by Lord Charles Somerset in 1820, by levying a tax on the sale of wine. When he returned to England, tax reforms by the new governor spelt the end of the free library; but it formed the basis of what is today the National Library of South Africa in Cape Town.

By 1900, subscription libraries were operating in most towns and cities, financed by annual membership fees and in most cases, grants from local authorities. An investigation in the 1930s by the Carnegie Corporation of New York found most of these libraries inadequate and poorly funded. The necessity for government support to ensure free public libraries was recognised.

By the 1950s, all four provinces of the Union of South Africa had ordinances that set out the functions of local and provincial government, and public library development gathered momentum.

In 1985, librarians commissioned UNISA to investigate the role that libraries can and should play in developing South Africa. The result was that greater emphasis was placed on providing material that would support formal and informal education. Outreach programmes to schools and pre-schools received priority. Many libraries also started presenting literacy classes for adults.

South Africa's growing LIS sector includes a national library, public/community libraries, special libraries, government libraries and HE libraries. By mid-2003, South Africa had more than 11 373 libraries, with 77 HE libraries, 9 416 school libraries, 79 government departmental libraries, one national library with two branches, and 1 800 public libraries provided by provincial and local government (library services and metro libraries). Less than 10% of secondary schools had school libraries.

The nine provincial library authorities provide, in partnership with local governments, extensive public library services. Public libraries, among other services, increasingly render community and general information services, and provide study material and facilities for school and tertiary students.

The approximately 1 800 public libraries in the country have to provide services to a total popula-tion of about 44,8 million. According to Census 2001 figures, this translates to one library service point for every 25 000 people.

The HE libraries hold the bulk of South Africa's scientific and scholarly information resources and fulfil more than half of all the interlibrary loan requests. Pressures on the HE libraries include redistribution of educational resources, rising prices, and declining student numbers. These libraries have responded by forming consortia, looking at access and exploring digital resources.

Special libraries refer to libraries that consist of subject-specialised collections, including private organisations' libraries and government departmental libraries.

Policy Framework for School Libraries

By July 2004, the Department of Education was working on the Policy Framework for School Libraries. This draft document locates itself within the context of the socio-political and educational transformation that is driven by the new legislative framework, and the educational paradigm shift to OBE.

The draft policy argues that teachers and learners will only be able to access an OBE curriculum if they have access to learning resources. This has implications for the way school libraries conceptualise, manage and provide resources.

The draft policy recommends different models of school libraries to provide access to resources for learners, and draws attention to the relationship between the school library, the curriculum and learning resources. It also supports the view that the school library is a facility ideally suited to providing learners with a wide range of curriculum-orientated resources in diverse media forms, as required by an OBE system.

Library Association of South Africa (LIASA)

Librarians recognise the value that association membership and participation offer them.

The LIS sector professionals have established the LIASA to unite all the institutions and persons engaged in the LIS sector in South Africa.

LIASA's mission advocates and supports the provision of an efficient, user-orientated and excellent LIS that aspires to enhance equitable access to information for all communities in South Africa. However, unlike lawyers, doctors and dentists who may be required to be members of a legally constituted association in order to practise, librarians are under no legal obligation to belong to State, national or professional groups.

LIASA's role in the profession is therefore to:
- provide a direct channel of communication between every member and the Association through a number of publications, both in print and electronic format
- provide opportunities for continuous training and development
- provide access to professional expertise
- act as a powerful advocate for the LIS sector

- provide authoritative policy advice to government and other agencies
- provide an active and consultative process of governance in which the membership is encouraged to be involved
- facilitate development and networking of members through the structures of the organisation in branches, interest groups, etc.
- organise and support international and regional events such as the Standing Conference of Eastern, Central and Southern African Library and Information Associations, and international Federation of Library Associations and Institutions.

LIASA organises the annual Library Week traditionally held in March.

LIASA, through its diverse membership, is driving the process to make Library Week a celebration of the country's intellectual and literary heritage at all types of libraries across the country.

Acknowledgements

Suggested reading

A-Z of Careers: The South African Career Encyclopaedia, edited by D. Nelson. Cape Town: Don Nelson, 2004.

Adult Basic Education in South Africa, edited by B. Hutton. Cape Town: Oxford University Press Southern Africa, 2004.

Badat, S. *Black Student Politics, Higher Education and Apartheid: From SASO to SANSCO. 1968 – 1990*. Pretoria: Human Sciences Research Council (HSRC), 1999.

Bisschoff, T. *et al. Project Management in Education and Training*. Pretoria: Van Schaik, 2004.

Bot, M. and Pienaar, L. *TUATA: Transvaal United African Teachers' Association*. Pretoria: HSRC, 1999.

Burger, J.F. and Vermaak, *A. Directory of HSRC-rated Courses Offered in the Private Education and Training Sector*. Pretoria: HSRC, 1999.

Chinapah, V. *With Africa for Africa: Towards Quality Education for All*. Pretoria: HSRC, 2000.

Christie, P. *Right to Learn: The Struggle for Education in South Africa*. 2nd ed. Randburg: Ravan Press, 1991.

Cross, M. *Resistance and Transformation: Education, Culture and Reconstruction in South Africa*. Johannesburg: Skotaville, 1992.

Cross, M. *et al.* eds. *Dealing with Diversity in South African Education: A Debate on the Politics of a National Curriculum*. Kenwyn: Juta, 1998.

Du Toit, C.W. and Kruger, J.S. eds. *Multireligious Education in South Africa*. Pretoria: 1998.

Fleisch, B.D. *Managing Educational Change: The State and School Reform in South Africa*. Sandton: Heinemann, 2002.

Graaf, J. *et al. Teaching in the Gap: Implementing Education Policy in South Africa in the Nineties*. Hatfield: Via Afrika, n.d.

Gravett, S. and Geyser, H. *Teaching and Learning in Higher Education*. Pretoria: Van Schaik, 2003.

Harber, C. *State of Transition*. Oxford: Symposium Books, 2001.

Harley, A. *et al. A Survey of Adult Basic Education in South Africa in the 90s: Commissioned by the Joint Education Trust (JET)*. Johannesburg: Sached, 1996.

Hartshorne, K. *Crisis and Challenge: Black Education, 1910 – 1990*. Cape Town: Oxford University Press, 1992.

Kallaway, P. *Apartheid and Education: The Education of Black South Africans*. Johannesburg: Ravan Press, 1990.

Kallaway, P. ed. *The History of Education under Apartheid 1948 – 1994*. Cape Town: Pearson Education, 2002.

Kraak, A. and Young, M. eds. *Education in Retrospect*. Pretoria: HSRC and Institute of Education, 2001.

Kraak, A. ed. *Changing Modes: New Knowledge Production and Its Implications for Higher Education in South Africa*. Pretoria: HSRC, 2000.

Maree, K. and Ebersohn, L. *Lifeskills and Career Counselling*. Johannesburg: Heinemann, 2004.

Mboya, M.M. *Beyond Apartheid: The Question of Education for Liberation*. Cape Town: Esquire Press, 1993.

Mncwabe, M.P. *Post-Apartheid Education*. Lanham, Maryland (USA): University Press of America, 1993.

Mokadi, A. *A Portrait of Governance in Higher Education: Taking a Stand for Education*. Johannesburg: Sedibeng Publishing House, 2002.

Morrow, W. and King, K. eds. *Vision and Reality: Changing Education and Training in South Africa*. Cape Town: University of Cape Town, 1998.

Mwamwenda, T.S. *Educational Psychology: An African Perspective*. 3rd rev ed. Johannesburg: Heinemann, 2004.

Nicolaou, G. and Nicolaou, E. *The School Guide Book*. Johannesburg: G.E.N. Publishing, 1998.

Pretorius, F. ed. *Outcomes-Based Education in South Africa*. Randburg: Hodder and Stoughton, 1999.

Roussouw, J.P. *Labour Relations in Education: A South African Perspective*. Pretoria: Van Schaik, 2004.

Saunders, S. *Vice-Chancellor on a Tightrope: A Personal Account of Climactic Years in South Africa*. Cape Town: David Philip, 2000.

Sekete, P. *et al. Deracialisation and Migration of Learners in South African Schools*. Pretoria: HSRC, 2001.

Steyn, J.C. *Education for Democracy*. Durbanville: Wachwa Publishers, 1997.

Walters, S. ed. *Globalisation, Adult Education and Training: Impact and Issues*. London: Zed Books; Cape Town: CACE Publications, 1997.