





Education



The Department of Education aims 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 progressively make available and accessible.

At almost 5,4% 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 grades 10 to 12 in schools and all education and training from the National Qualifications Framework (NQF) levels 2 to 4 (equivalent to grades 10 to 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 2004, the South African public education system accommodated more than 11,8 million school learners, more than 450 000 university students, more than 200 000 university of technology students and over 460 000 FET college students. There were almost 26 000 primary, secondary, combined and intermediate schools, with 350 000 educators.

The matric exam pass rate improved from 48,9% in 1999 to 70,7% in 2004. This improvement is due to numerous intervention strategies by the national and provincial education departments, aimed at enhancing the quality of teaching and conditions in the classroom, especially in previously disadvantaged areas.

In 2004, some 85 117 candidates achieved university endorsement compared with 82 010 in 2003 and 537 schools obtained a 100% pass rate. Some 13 480 girl learners passed Mathematics in the Higher Grade (HG) and 17 566 passed Physical Science HG. A total of 40 098 learners passed with merit and 9 213 passed with distinction.

Girl learners' performance in matric Mathematics HG improved, with 74,4% passing the exam in 2004, compared with 50,9% in 1999.

The FET and HE sectors have undergone a major rationalisation process that has reduced the overall number of institutions through mergers.

FET institutions were reduced from 152 to 50. The new institutional landscape for HE consists of eight separate and incorporated universities, three merged universities, five universities of technology and six comprehensive institutions.

Education structures

Ministry of Education

The National Education Policy Act, 1996 (Act 27 of 1996), empowers the Minister of Education to determine national norms and standards for education 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), 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 stu-

dents 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 (SGBs), consisting of parents, educators, non-educator staff and (secondary school) 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.

The department must 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
- Quality Promotion and Development



The Register of Private Higher Education (HE) Institutions provides the public with information on the registration status of private HE institutions.

The HE Act, 1997 (Act 101 of 1997), requires that the registrar of private HE institutions enters the name of the institution in the register. The Act further grants the public the right to view the auditor's report as issued to the registrar in terms of Section 57(2)(b) of the Act.

- GET
- 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.

System Planning

The System Planning Branch has three major functions, namely: costs and financing of education, infrastructure development and human resource planning. The branch provides leadership by:

- 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:

- drives quality improvement by ensuring the availability of credible and up-to-date data on the performance of learners and educational institutions
- promotes and ensures access to both curricular and extra-curricular activities for all learners
- addresses health conditions that constitute barriers to learning and development, and promotes essential health awareness and behaviour
- monitors and evaluates the performance of the education system, individual schools and educational institutions; and tracks progress on the achievement of major transformation goals.

General Education and Training

The GET 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 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 educators; and successfully implementing the Revised National Curriculum Statement (RNCS).

The department aims to remove all barriers to learning so that children with special needs, including the most vulnerable, are able to participate fully. The implementation of the *White Paper on Special Needs Education* was expected to begin over the 2005 Medium Term Expenditure Framework (MTEF) period. Progress towards universal Grade R provisioning by 2010 was also to continue in 2005, with access progressively provided to an additional 400 000 children.

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) and supports curriculum implementation through the national educational portal called Thutong (www.thutong.org.za).

The branch provides leadership by:

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

Private institutions offering FET programmes must register with the department in accordance with the FET Act, 1998 (Act 98 of 1988).

The branch developed a new school-leaving certificate, namely the FET Certificate, to replace the current Senior Certificate in 2008.

Higher Education

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

The branch provides leadership by:

- developing legislation
- developing policy support to the HE system
- liaising with constituencies in HE
- registering private HE institutions
- overseeing the NSFAS
- implementing the National Plan for HE
- allocating and transferring subsidies to public HE institutions.

There were significant developments in HE in 2004/05. The first set of mergers and incorporations were concluded and over R500 million of restructuring, including recapitalisation funding, was allocated.

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



In September 2005, the Minister of Education, Ms Naledi Pandor, launched the Flag in Every School Project in Cape Town. The project aims to familiarise young people with South Africa's national symbols and build a shared South African identity.

and views on all aspects of education in South Africa, and co-ordinate action on matters of mutual interest.

Heads of Education Departments Committee

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 providers of education and training 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 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, through the NQF, ensures that South African qualifications are of excellent 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
- 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
- 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.

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

During 2004, the SAQA launched the report: *Trends in Public Higher Education in South Africa, 1992 to 2001*.

The report contains integrated information on education and training trends in all components of the education and training system, and in all sectors of the economy. It provides government and corporate organisations with adequate data necessary for decision-making in terms of the labour market and education and training.

In addition, the report stated that the total number of people in South Africa with qualifications from public HE institutions had almost doubled.

According to the report, South Africa's public HE institutions produced more black and female graduates over a 10-year period spanning 1992 to 2001, with almost 60% of all graduates being black learners, and more than 54% of all qualifications being awarded to women.

By March 2005, there were 8 310 qualifications registered on the NQF.

In June 2005, SAQA launched the *National Qualifications Framework Impact Study Report Cycle 2*. The report was the result of a groundbreaking research project undertaken to measure the impact of the NQF on the transformation of education and training in South Africa. The NQF impact study was a world-first as no other country that has implemented an NQF had, by then, attempted to measure the progress of their NQFs in such a comprehensive manner.

In 2005/06, SAQA received an allocation of R10,421 billion, representing an increase of 48%.

Council on Higher Education

The CHE was established by the HE Act, 1997 as a statutory body responsible for promoting and overseeing quality assurance in HE.

The institutional and programme quality assurance assessment conducted by the HE Quality Committee (HEQC) includes an evaluation of whether:

- an applicant institution has the capacity to provide programmes at HE level
- the programmes an applicant proposes to offer are indeed HE



In August 2005, the Department of Education and the South African Sports Commission hosted the National Girls' Games Festival at the University of the Witwatersrand in Johannesburg.

It aimed at removing barriers which prohibit girl learners from participating in sport, especially in codes that were previously regarded as the preserve of their male counterparts.

The games, among others, sought to:

- address gender issues in sport and education
- promote opportunities to all learners in school sport
- dispose of the gender disparities in school sport.

The National Girls' Games Festival formed part of celebrations of the 50th anniversary of the Freedom Charter by the Department of Education.

More than 2 000 girl learners from all over the country participated in various sporting codes.

- an applicant complies with South African professional practice.

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

Each of the institutions completed their institutional self-evaluations and submitted the audit portfolio. The latter is the core document used by the audit panel of peers to validate the claims made by the institution about its quality management arrangement.

In 2005, the HEQC undertook nine institutional audits, three at public HE institutions and six at private providers.

The report on the *State of the Provision of the MBA in South Africa* was launched on 9 November 2004.

South African Council for Educators (SACE)

The SACE operates under the auspices of the SACE Act, 2000 (Act 31 of 2000). Its main functions are to:

- register and review registration of all educators according to criteria determined by the SACE

- promote and oversee the ongoing professional development of educators

- safeguard ethical standards in the profession
- advise the Minister of Education on pertinent issues pertaining to the profession.

By May 2005, almost 490 000 educators were registered, of which about 18 000 were registered provisionally.

A number of partnership initiatives were undertaken to promote and oversee the ongoing professional development of educators.

These included, among others, the professional development portfolio project (which benefited over 10 000 educators), quality-assurance initiatives with relevant authorities, as well as planning for a coherent framework for teacher education and continuous professional teacher development with the Ministerial Committee on Teacher Education.

In 2004/05, the council received 255 complaints. Of these, 143 were ethics-related, 56 employment-related and 56 were private matters. It also instituted 15 investigations, 10 interviews, five hearings and one mediation. Three educators were struck off the roll and two were given other sanctions.

The council also conducted advocacy workshops, and networked with similar councils and interest groups to forge a collaborative approach to promoting and defending professional ethics.

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 (ELRC)

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 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.

By May 2005, the scheme had awarded R4 billion in loans to 360 000 students.

Over the past 10 years, the NSFAS has assisted more than 400 000 students with awards amounting to over R5 billion. A student may receive between R2 000 and R30 000, depending on need that is determined through a national means test.

In 2004/05, R299,6 million was recovered from loans, representing an increase of 34% from 2004/05 to 2005/06.

In 2005/06, the scheme was allocated an additional R776 million, representing a 50% increase in funding over 2004 alone.

Financing education

The total allocation for the Department of Education in 2005/06 was R12,397 billion.

Financial planning in the department occurs within the Government's MTEF, which, through its three-year budgeting horizon, facilitates sustainable and properly planned financing.

In 2005/06, a conditional grant amounting to R912 151 was allocated to the National School Nutrition Programme (NSNP). Responsibility for the NSNP was shifted from the Department of Health to the Department of Education with effect from 1 April 2004.

By November 2005, the Department of Education was providing meals to about 5,3 million learners in 17 000 public schools. The department has set up 2 803 food-production initiatives to sustain the programme.

More than 22 000 adults have been provided with work opportunities through this feeding programme by preparing and serving school meals.

The conditional grant for provincial education departments for HIV and AIDS programmes was increased by R7,714 million in 2005/06. The purpose of the conditional grant was to improve and consolidate HIV and AIDS prevention and mitigation responses at all levels of the education system, and to reach all public schools and FET colleges in nodal areas and informal settlements by the end of the 2005 school year.

Some R40 million was allocated for curriculum writing and implementation of outcomes-based education (OBE) for the FET band in 2004/05.

A further allocation of R7 million in 2005/06 was expected to be used to embark on a comprehensive advocacy campaign to ensure that all stakeholders are sufficiently knowledgeable about the phased implementation of the National Curriculum Statement (NCS) in grades 10 to 12.

Equity in education expenditure

Equity between and within provinces is achieved through the equitable division of national revenue



In 2005/06, R6,9 billion was allocated to the Department of Education to contribute to improving salaries for educators. Some R4,2 billion of the R6,9 billion will be used for expanding pay progression, for performance rewards and for targeted incentives.

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, aim to achieve equality and redress poverty 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 identifies the policy, legislative and monitoring responsibilities of the Minister of Education and formalises relations between national and provincial

authorities. 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 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 SGBs is in place in public schools countrywide.
- 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.
- The HE Act, 1997 provides for a unified and nationally planned system of HE. 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 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.

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 using 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
- 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 are of a high standard; expanding access to ECD, including accelerating the provision of Grade R to all children by 2010;

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 (EPWP).
- 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 annual public meetings of SGBs 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 fees.

In his Budget Speech on 23 February 2005, the Minister of Finance, Mr Trevor Manuel, announced that government had developed proposals for improving the targeting of funding for schools and the regulations governing school fee exemptions, especially for poor households.

The plan of action to progressively improve access to free and quality education for all was made public in 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 2004, to 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

The collaboration between the departments of education and of communications contributed to the reduction of Internet and telephone tariffs by 50% for schools.

Targets set by the *e-Education White Paper* to be achieved by 2007 are to:

- build an education and training system to support ICT integration in teaching and learning and improved management and administration
- build teachers' and managers' confidence in the use of ICTs
- build a framework for competencies for teacher development in the integration of ICTs into the curriculum
- establish an ICT presence in schools
- ensure that schools use education content of high quality
- ensure that schools are connected, have access to the Internet and communicate electronically
- ensure that communities use and support ICT facilities.

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 and will be available to all children by 2010.

Currently, the Foundation Phase lasts three years. Basic learning activities during this phase centre on

three learning programmes, namely Literacy, Numeracy and Life Skills. One additional language is introduced in Grade 3.

During the three-year Intermediate Phase (grades 4 to 6), schools decide on the nature and number of learning programmes based on the resources available to the school. However, these learning programmes should draw on the eight learning areas.

The Senior Phase accounts for grades 7 to 9. During these years, learners have to be offered the following eight learning programmes: Languages, Mathematics, Arts and Culture, Life Orientation, Social Sciences, Natural Sciences, Economic and Management Sciences, and Technology. Grade 9 signals the end of compulsory schooling.

The Ministry of Education's National Environmental Education Project for GET supports educators' implementation of environmental learning in GET schools.

The project has been instrumental in ensuring that environmental learning is included in the principles, learning outcomes and assessment standards of the RNCS.

Curriculum 2005

Curriculum 2005 is the brand name of the National Curriculum Framework introduced in schools in 1998 and based on the concept of OBE. This was revised in 2002.

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. The goal is to produce active and lifelong learners with a thirst for knowledge and a love of learning.

The RNCS is available in all 11 official languages as well as in Braille. A teacher's guide has been prepared, which assists the educator in developing appropriate learning programmes to achieve the specified outcomes.

A national core training 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 Policy on Religion and Education gives directives on how schools should address the issues relating to religious observance, instruction and education, which is a curriculum matter. It recognises diversity among learners and aims to foster tolerance, respect and understanding among learners of different backgrounds.

All the subjects, which make up the NCS, are updated and expanded versions of subjects currently offered in South African schools. In the majority of cases, the names of the subjects have not changed. However, the cognitive demand of all subjects such as Physical Science, History, Geography, Music and Dance has increased. There is also an increased emphasis on Africa – her history, dance, music, etc.

The names of some subjects have changed to reflect international trends and the new content of the subjects. For example, Computer Application Technology replaces Typing and Computyping; Information Technology replaces Computer Studies; Life Sciences replaces Biology; and Consumer Studies replaces Home Economics.

The NCS requires extensive reading and extended writing in all subjects. It requires that learners think carefully about what they learn; that they have strong conceptual knowledge and are able to apply this in a variety of situations; that they are critical and curious learners; and that they are aware of the social, moral, economic and ethical issues which face South Africans and citizens around the world.

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, 2002 set 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 being changed to age five if children 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 provides learning and training from NQF levels 2 to 4, or the equivalent of grades 10 to 12 in the school system, and FETC General Vocational and FETC Trade Occupational, on NQF levels 2 to 4 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.



On 5 May 2005, the Minister of Education, Ms Naledi Pandor, officially launched the Learners' Art Exhibition in Pretoria.

The exhibition kick-started the 50th anniversary celebrations of the Freedom Charter at the Sol Plaatje House in Pretoria.

It showcased learners' artwork and creative writing from the World Conference Against Racism and the Department of Education's heritage celebrations.

The minister also launched the National Learners' Competition, which encouraged all learners to interpret the theme *The Doors of Learning and Culture shall be Opened through a Quality Education for All*.

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, to knowledge and skills. The new curriculum moves towards a balanced learning experience that provides flexible access to lifelong learning, HE and training, and productive employment in a range of occupational contexts.

The implementation of the FET Curriculum in 2006 is expected to complete the circle of transformation of the schools' curriculum.

The FET Curriculum provides for a fundamental component comprising four compulsory subjects, namely: two official languages, Mathematical Literacy or Mathematics, and Life Orientation. In addition to the fundamental component, a learner must select three approved subjects.

The NCS grades 10 to 12 (General) as well as the Qualifications and Assessment Policy Framework grades 10 to 12 (General) were developed and declared policy in September 2003.



On 10 March 2005, teachers were honoured during the Aggrey Klaaste Mathematics, Physical Science and Technology Teacher of the Year Awards in Midrand.

The overall winner in the General Education and Training category was Ms Rosie Ruiters from the Free State.

Mr Lazarus Lavengwa from Limpopo took the first prize in the Further Education and Training category.

The provincial winners were:

- Northern Cape – Ms Nina Scheepers and Mr William Botha
- Free State – Ms Elizabeth Maree
- Gauteng – Ms Edith Seabi and Ms Waheeda Mahomed
- Mpumalanga – Mr Richard Twala and Mr Thulani Zulu
- KwaZulu-Natal – Mr Russel Zulu and Ms Rosemary Gumede
- North West – Mr Pieter Cronje and Ms Patricia Majane
- Limpopo – Mr Phillip Mathonsi
- Eastern Cape – Mr Zakhele Sebata and Mr Johnson Ngcape.

Further to the 21 subjects already approved, 13 non-official languages were added to the curriculum.

During November 2004, it was clear from discussions between the Department of Education and the Pan South African Language Board (PanSALB) that the Khoi and San language statements were not advanced enough to start with versioning or translating the generic language subject statements of the RNCS grades R to 9 and the NCS grades 1 to 12 (General). PanSALB will determine the level of readiness and inform the Department of Education accordingly.

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 HG and Mathematics HG has improved considerably in recent years.

In June 2005, the CEM approved a decision by the Minister of Education to increase the Dinaledi schools to 513 in 2006.

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 that cater for their needs, and industry and the community need to be provided with productive people who see learning as a lifelong occupation, and 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, 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.

Each new college 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.

In 2005/06, government invested R1 billion over the next three years for improved facilities, equipment and support for FET colleges.

Some R1 billion will be invested in the recapitalisation of FET public colleges in 2006/07 and 2007/08. In the 2005/06 financial year, R50 million was used to develop a detailed situation analysis and work plans to direct the use of the R1 billion over the 2006/07 to 2007/08 period.

This includes the development of the FET Sector Plan to finalise national, provincial and college recapitalisation plans; collect information on skills shortages and labour market trends; and to ensure that bids and contracts are developed and awarded by the beginning of 2006/07.

Recapitalisation of FET colleges is expected to:

- increase the number of students enrolled in high-quality vocational programmes
- develop high-quality modern and responsive FET programmes
- focus on the development and employment needs and opportunities related to major capital development projects over the next 10 years.

Higher Education

HE and Training is also referred to as tertiary education. The HE band provides the highest level of education. Entry into HE is through a Grade 12 pass or Grade 12 pass with exemption.

Private institutions offering HE must register with the department in accordance with the HE Act, 1997. 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 depend on continuous technological improvement and innovation, driven by a well-organised and vibrant research and development system that integrates the research and training capaci-



In March 2005, the ministers of education and of sport and recreation signed a memorandum of understanding on school sport in terms of which it becomes an integral component of a holistic education programme.

Each school is required to allocate time for participation in school sport during or after formal school hours.

Inter-school competition is encouraged in all sport.

The National Co-ordination Committee (NACOC) co-ordinates and manages school sport. NACOC comprises representatives from the departments of education, and of sport and recreation, provincial education departments, the South African Sports Confederation and Olympic Committee, provincial departments that are responsible for sport and recreation, teacher unions, local sports councils and national school-governing bodies.

ty 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 underrepresented, 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, masters' 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 programme development, delivery and rationalisation, particularly of small and costly programmes.

Institutional restructuring

The total cost of restructuring the HE system is estimated at R1,9 billion for the period 2001/02 to 2006/07.

The establishment of 24 consolidated HE institutions, including two national institutes for HE, out of the former 36 universities and technikons were 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.
- Stellenbosch University.
- University of the Western Cape (incorporating the Dental Faculty of Stellenbosch University on 1 January 2004).
- University of Zululand.
- Venda University.
- University of the Free State (incorporating 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 incorpo-

rated 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 (established in January 2005 from the merger of Rand Afrikaans University – which incorporated the Soweto and East Rand campuses of Vista University on 2 January 2004 – with Technikon Witwatersrand).
- University of Limpopo (established in January 2005 from the merger of the Medical University of South Africa and the University of the North).
- Nelson Mandela Metropolitan University (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 for Technology and Science in the Eastern Cape (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 (established in January 2005 from the merger of the Cape and Peninsula technikons).
- Northern Cape Institute of HE, which was launched in June 2003.

- Mpumalanga Institute of HE, which was still to be launched by mid-2005. A detailed planning process was undertaken in 2005.

Adult Basic Education and Training

The 2001 Census showed that at least four million South Africans in the 20 years-and-over age group had no schooling at all, while another four million had limited schooling at primary school level. This translated into at least 18% of the population, excluding school-going children, being in need of basic literacy interventions.

The ABET Act, 2000 provides 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, and receives reports from all sectors on the progress of the MYIP.

The department established the South African Literacy Agency (SANLI) to significantly reduce adult illiteracy by:

- mobilising voluntary services in support of a nationwide literacy initiative



The 8th World Conference on Computers in Education took place at the University of Stellenbosch in July 2005 under the theme *40 Years of Computers in Education: What Works*.

- The conference focused on the following:
- increasing the Information and Communications Technology (ICT) capabilities of teachers and learners
 - providing teachers with the knowledge and skills needed to integrate ICT in teaching and learning
 - new and suitable technologies, methodologies and techniques identified through current research and development
 - ICT resources available on educational networks and the Internet
 - curriculum support and development to access suitable online resources.

- 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.

Since the establishment of SANLI in 2002, more than 320 000 adults have been reached in various non-formal sites, while more than 635 913 have been reached through the public adult learning centres.

As part of the advocacy campaign to mobilise learners, National Adult Learners' Week was launched as an annual event on 1 September 2000. 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.

The Minister of Education launched the national literacy campaign, Readathon 2005, at the Apartheid Museum in Johannesburg on 23 April 2005 (World Book Day). READ Educational Trust, with Nedbank as the major sponsor, co-ordinates the campaign which aims to encourage South Africans to read.

As part of the year-long campaign, material would be distributed to 26 000 schools nationwide to promote reading activities in classrooms, libraries and community centres.

The campaign culminated in International Literacy Week in September 2005 when children read to celebrities, parliamentarians, business leaders and other high-profile patrons and supporters of reading.

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 Department of Education has signed a memorandum of understanding with the United States' Agency for International Development (USAID) to implement a reading and writing project as part of the United States' African Education Initiative Textbooks for a Global Society Programme. The project is implemented in partnership with Hampton University and has produced teacher guides and learner workbooks for teaching writing. The ultimate objective of the programme is the production of reading material written by the learners themselves in the different official languages.

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 SANLI.

Education of learners with special education needs

The national and provincial departments of education provide 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.

The Department of Education seeks to provide access to all learners, which is a basic right enshrined in the South African Constitution.

The *Education White Paper 6* acknowledges that many children experience barriers to learning. Some of these barriers lie within the learners themselves (intrinsic), while some barriers are systematic, socio-economic and cultural.

In its quest to accommodate learners who experience barriers to learning, the Department of Education is field-testing inclusive education in 30 districts in the nodal areas. Between 2005 and 2006, some 30 selected ordinary primary schools were expected to be made more accessible to learners with physical disabilities.

Assistive devices will also be made available for learners in need. Educators will be trained and empowered to teach children with diverse learning needs. District-based support teams will be developed to provide support mainly to educators in these full-service schools.

This will enable children, the majority of whom could not access education in the past because of the unavailability of specialised services and support in rural and previously disadvantaged areas, to gain access to education.

Once the first phase of implementing inclusive education is completed, the lessons learnt will be applied to the wider education sector incrementally.

Meanwhile, existing special schools will be strengthened so that some of them can serve as resource centres for full-service schools and ordinary schools in their areas.

Early Childhood Development

ECD is a comprehensive approach to programmes and policies for children from birth to nine years of age with the active participation of their parents and caregivers. Its purpose is to protect the rights of children to develop their full cognitive, emotional, social and physical potential.

The Department of Education is responsible for children in grades 1 to 3 as part of compulsory schooling. One of the priorities of the department is to increase access to ECD provisioning through an accredited reception year programme as proposed

in *Education White Paper 5*. This policy focuses on expanding ECD provision, correcting the imbalances of the past, ensuring equitable access and improving the quality and delivery of ECD programmes.

It also proposes expanding the provision of services to children from birth to four years through the development and implementation of intersectoral programmes.

The non-profit sector plays a major role in ECD. Most of the 1,03 million places in early learning sites across South Africa have been initiated by the non-profit sector in partnership with communities. Nevertheless, for many poor children, quality ECD is still beyond reach.

The medium-term goal of the department is for all children entering Grade 1 to have participated in an accredited Grade R programme by 2010. With regard to the birth-to-age-four cohort, the Department of Education is leading the ECD Interdepartmental Committee (including the departments of health and of social development), which has developed the Birth-to-Four Integrated Plan.

The plan is closely linked to the Government's EPWP. In ECD, the EPWP will create employment and training opportunities by providing education and care services to young children.

The registration of sites is the responsibility of the Department of Social Development in terms of the Child Care Act, 1983 (Act 74 of 1983). Municipalities/local governments also have constitutional power to provide childcare facilities and grants to associations. These regulations are applicable to both public and independent ECD sites.

According to an SACE resolution signed in 2004, all ECD practitioners should be recognised and registered as educators and participate in all professional development programmes.

The *Education White Paper 5* proposes and encourages an integrated cross-sectoral approach to child development. This includes health, nutrition, education and psychosocial factors.

Education management and governance development

The department has developed the education-management policy, which is being used to develop

norms and standards for school managers along with a new ladder of education-management qualifications, which will lead to an entry level qualification for principals.

The policy highlights the central role that school and district managers play in improving schools. In school governance, the department is initiating plans to develop structured, accredited courses focused on literacy and community leadership skills while improving the functioning of SGBs.

The focus on improving educational institutional management and governance is supported by improvement in the management of education districts with the development of an operational manual for district managers, as well as the development of two 'model' districts to use as the basis for capacity-building of all district directors.

Teacher development

The following programmes contribute towards teacher development:

- The RNCS project aims to prepare national and provincial teams of trainers who orientate teachers for the delivery of the RNC in the year of implementation. In 2005, 40 000 Grade 7 teachers were targeted.
About 2 100 provincial officials and 200 000 Foundation Phase and Intermediate Phase teachers across the nine provinces have been orientated to implement the RNC.
- The National Framework for Teacher Education aims to address historical backlogs in levels of teacher performance as well as improve initial professional education of teachers, their continuing professional development and the supporting mechanisms needed.
- The Mathematics, Science and Technology Programme aims to improve the qualifications and skills of teachers in these subjects. Three cohorts have gone through the programme since 2002 with 3 000 teachers graduating with a B.Ed or Advanced Certificate in Education (ACE). In 2005, another 540 teachers were expected to graduate with an ACE as the third cohort, and 630 teachers were to be registered nationally as the fourth cohort.

- The National Professional Diploma for Educators (NPDE) Programme aims to train teachers who do not have teaching qualifications as a result of historical backlogs. Six thousand teachers have received the diploma in two cohorts. In 2005, some 1 300 new NPDE teachers (third cohort) were registered and 500 teachers were expected to graduate (second cohort). An evaluation of the programme was expected to be completed by the end of January 2006.
- The National Teaching Awards acknowledge teachers in eight categories of performance at provincial and national level. The aim for 2005 was to increase the number of schools participating, and improve nominations and adjudication processes at district, provincial and national level.

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 indicated that 7 817 schools were without water in 2000. According to provincial departments, 4 774 schools were without water by the end of February 2005. In 2000, there were 12 257 schools without electricity, but by February 2005, 5 233 schools were without electricity.

Unsafe structures declined from 4 389 in 2000 to 1 719 in February 2005. Schools in mud structures declined from 1 751 to 939 in February 2005, and asbestos school structures were reduced from 944 in 2000 to 575 in February 2005.

All zinc school structures, which totalled 311 in 2000, had been replaced by February 2005. The number of platooning schools declined from 1 023 in 2000 to 473 in February 2005. Schools without fencing declined from 5 233 in 2000 to 2 540 in 2004. In 2000, there were 12 192 schools without libraries compared with 7 216 in 2004.

In 2000, 7 520 schools needed laboratories compared with 7 180 in February 2005. In 2000, 453 schools experienced problems with access roads to schools compared with 46 in 2004.

Emphasis on classroom provision has reduced classroom backlogs drastically.

In 2004, the department began developing standards for school infrastructure, including minimum requirements for basic services such as water and sanitation.

Once approved, they will be used to standardise the design and construction of schools. This will result in improved efficiency, quicker turnaround times and the attainment of economies of scale that will translate into improved cost-efficiency.

The department also developed monitoring tools to track progress in reducing the number of learners who are still receiving education under trees, in mud structures or in unsafe conditions.

In April 2005, the departments of education and of public works formed an interdepartmental task team to develop systems to eradicate backlogs in schools' infrastructure. The task team was expected to do an audit of learners who do not have schools and to locate schools that are underused.

Alternative accommodation would be considered for learners without classrooms and more attention would be given to priority provinces such as KwaZulu-Natal, Mpumalanga and Limpopo.

The Department of Education has established systems and databases (including the Education Management Information System) that are used for monitoring output, outcome and impact.

By February 2005, these systems were being refined to ensure that they provided a cross-linked set of information on different aspects of education institutions.

These systems would make it possible to track whether the poor receive a larger share of state resources as a result of poverty-targeting.

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 sector education and training authorities (SETAs), and the general reshaping of FET and HE to meet the HRD needs of the country.

The strategy ensures that integrated HRD planning and implementation is monitored at 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. It also seeks to introduce an operational plan and the necessary arrangements to ensure that everyone is productive 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.

The January 2005 Cabinet Lekgotla mandated the urgent revival of the HRD Strategy to ensure integrated HRD planning and implementation that is monitored at national, regional and sectoral level, with progress being measured against approved indicators.

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 ensures that the rights of all those infected with the disease are fully protected.



Between February and September 2005, 87 schools were provided with water and sanitation. Work was underway to extend this to an additional 240 schools.

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, SGBs and district officials.

In 2005, the Department of Education received R150 million from the European Union (EU) to support the HE HIV and AIDS Programme (HEAIDS) to be implemented over four years. HEAIDS is the HE sector's response to HIV and AIDS, designed to enable institutions to prevent, manage and mitigate the impact of HIV and AIDS.

In 2005, the HIV and AIDS conditional grant to provincial education departments was increased by R7,714 billion. The purpose of the grant was to improve and consolidate HIV and AIDS prevention and mitigation responses at all levels of the educa-



In January 2005, the Department of Education launched an educational portal – www.thutong.org.za – offering a range of curriculum and learner support material, professional development programmes for educators, and administration and management resources for schools.

Thutong – 'place of learning' in Setswana – features a searchable database of web-based curriculum resources for various education sectors, grades and subjects.

It also carries news and information on the latest developments in education in South Africa, and gives users the chance to interact with experts from the education community, as well as with their peers throughout the country and abroad.

The portal is a free service to registered users, who must go through a once-off, no-cost registration process.

The portal is a partnership venture between the Department of Education and various role-players in the field.

tion system, and to reach all public schools and FET colleges in nodal areas and informal settlements by the end of 2005.

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.

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 working together to achieve education transformation goals.

The success of key national initiatives (including SANLI) relies largely on partnerships with the private and non-governmental organisation (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 (JET) and the National Business Initiative Colleges Collaboration.

One of JET's largest areas of work has been school development. By September 2004, the organisation was either the lead agent or a senior partner in the management of school development programmes affecting some 3 000 schools spread across all nine provinces, and funded by the South African Business Trust, Britain's DFID, the Swedish International Development Agency (SIDA), and USAID.

Teacher unions

The majority of educators are organised into four teacher unions, namely the National Professional Teachers' Organisation of South Africa, the National

Teachers' Union, the South African Teachers' Union, and the South African Democratic Teachers' Union.

A labour-relations framework has been agreed to jointly 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 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 engaging increasingly in the provision of basic education by funding FET initiatives, building schools in needy communities, and supporting the provision of teaching and learning equipment.

The international community

The international community's contribution to the transformation of education is important. The department co-operates with United Nations (UN) agencies and numerous donors to improve access to basic, FET and HE.

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 USAID, the SIDA, the Canadian International Development Agency, the 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 to 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 on best practices in the development of these plans.

Libraries

Libraries in the Higher Education sector

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 HE libraries include redistribution of educational resources, rising prices and declining



In 2005/06, R10 million was transferred to the Association for the Development of Education in Africa (ADEA).

This was introduced in 2004/05 as an annual contribution to ADEA by African ministries of education, as a way of expressing commitments to ADEA and reinforcing the spirit of partnership between ministries of education and agencies.

student numbers. These libraries have responded by forming consortia, looking at access and exploring digital resources.

Special libraries are libraries that consist of subject-specialised collections, including private organisations' libraries and libraries of government departments. (See also chapter 5: *Arts and culture*.)

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 frame-

work, and the educational paradigm shift to OBE.

The draft policy argues that educators 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.

Acknowledgements

BuaNews

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Department of Education

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