

The Bill of Rights, contained in the Constitution, 1996, stipulates that 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.

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).

By mid-2007, the South African public-education system had 12,3 million learners, 387 000 educators, 26 592 schools, 2 278 Abet centres, 50 public FET institutions, 4 800 Early Childhood Development (ECD) centres and 23 HE institutions. Of the 26 592 schools, 1 000 were independent, 400 were special-needs schools and the remainder were ordinary schools. Of all schools, 6 000 were secondary and the rest primary.

Learners attend school for 13 years; the first year of education, Grade R, and the last three are not compulsory. Many primary schools offer Grade R, which can also be completed at an independent Grade R school. There were 15 966 Grade R educators teaching Grade R in 2008 and provinces trained all of them on the curriculum. In 2008, 13 941 schools were offering Grade R.

The matric exam pass rate in 2007 was 65,2%. Some 36 000 more candidates wrote the 2007 examination than in 2006. A total of 368 217 learners passed the Senior Certificate in 2007, amounting to 16 714 more than in 2006.

The Department of Education has provided all Dinaledi schools with teacher-support packs.

These packs contain equipment for Physical Science and also serve as mobile laboratories. Relevant practical work that is essential to the understanding of scientific concepts can be done in and outside classrooms.

Dinaledi schools are focus schools dedicated to teaching Mathematics and Science.



In 2008, Grade 12 learners wrote the first National Senior Certificate based on the new curriculum the National Curriculum Statement (NCS). A number of 589 912 learners enrolled for the NCS examinations. The pass rate was 62,5%.

In 2008, there were 21 677 private-school candidates registered to write the Senior Certificate. In 2007, 14 364 private-school candidates passed the Senior Certificate examination and 5 869 passed with endorsement. In 2008, there were 8 174 private-school candidates registered to write the Independent Examinations Board exam. In 2007, 7 034 private-school candidates passed the exam and 5 663 passed with endorsement.

### 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 is exercised within the context of overall policy goals. In determining policy, the minister takes into account the competence of provincial legislatures and the relevant provisions of any provincial law relating to education.

South Africa has one of the highest rates of government investment in education in the world. The budget totalled R122,8 billion in 2008/09.

### 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 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, 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 inter-governmental forums 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.

In March 2008, the Minister of Education, Ms Naledi Pandor, officially launched the Foundations for Learning Campaign at the EA Janari School, Bonteheuwel, Western Cape.

The campaign provides teachers and schools with clear direction regarding the learning outcomes and gives support to schools to ensure that learners attain the expected levels of proficiency in reading, writing and numeracy at all levels of the system.

Schools are provided with assessment tests that are used quarterly to track and record a learner's progress and achievements.

The Foundations for Learning Campaign will culminate in a national evaluation in 2011 to assess the literacy and numeracy levels of learners and the overall impact of the campaign.



The Department of Education has eight branches:

- Administration
- Auxilliary and Associated Services
- Systems Planning and Monitoring
- Social and School Enrichment
- Quality Promotion and Development
- GET
- FET
- HE.

### Administration

This branch provides administrative support for the overall management of the corporate functions performed by the department.

### Auxilliary and Associated Services

This branch co-ordinates and promotes effective international relations, and gives support and advisory services to provincial education departments.

### Systems Planning and Monitoring

The Systems Planning and Monitoring Branch provides strategic direction in the development, implementation and monitoring of education policies, programmes and projects.

### Social and School Enrichment

The branch provides strategic direction for the development of policies and education programmes that aim to ensure continuous improvement in the quality of learning. It ensures the provision of quality education by promoting social transformation, justice and cohesion, and a South African identity in the education system.

The key priorities of the branch are:

- improving safety in schools that experience high levels of crime and violence
- increasing the participation and success rates of girls in gateway subjects and preventing barriers to equity for girls in the education system
- ensuring access and retention of learners in rural and farm schools
- implementing special social cohesion plans
- reviewing Abet and implementing the mass literacy campaign
- facilitating the implementation of school sports and enrichment programmes
- supporting and strengthening curriculum-driven HIV and AIDS activities through peer education
- ensuring the successful and increased implementation of the National School Nutrition Programme (NSNP).



### Quality Promotion and Development

The Quality Promotion and Development Branch provides strategic direction for the development of policies and education programmes to ensure continuous improvement in the quality of learning.

### General Education and Training

The GET Branch provides leadership by managing and evaluating programmes for ECD, school education, learners with special needs, school management and governance programmes, enhancing the efficiency and effectiveness of districts through development and support and human resources (HR) in education.

Key priorities of the branch include:

- expanding programmes
- expanding access to ECD, particularly for children in rural, farming and other marginalised communities
- providing Grade R to all children
- working towards ensuring a reception year in all schools with a foundation year
- further developing a truly inclusive system of education, including the consolidation of special schools
- ensuring that there are no underqualified educators
- co-ordinating the implementation and provision of education to children up to the age of four years
- successfully implementing the NCS.

The *White Paper on Building an Inclusive Education and Training System 2001* is being implemented. The department aims to remove all barriers to learning so that children with special needs, including the most vulnerable, are able to participate fully in the process of education.

Learner access to Grade R is increasing, and the department is targeting the implementation of Grade R in all public primary schools by 2010. By March 2008, there were over 600 000 children attending Grade R classes nationally.

Readathon is an annual, nationwide literacy-promotion initiative executed by the national Department of Education and Read Educational Trust. Sponsored by the Nedbank Foundation, Readathon aims to develop a culture of reading in South Africa and highlight the importance of literacy. Through a national literacy competition and the distribution of Readathon teacher handbooks to South African schools, Readathon promotes reading in its widest sense.



### Further Education and Training

The FET Branch is responsible for developing policy for grades 10 to 12 in public and independent schools, as well as in 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 (MST). It devises strategies aimed at the use of information and communications technology (ICT), and supports curriculum implementation through the national educational portal, Thutong ([www.thutong.org.za](http://www.thutong.org.za)).

In 2008/09, the branch's main achievements included:

- implementing vocational education levels 2, 3, 4 and 5
- implementing the new curriculum in Grade 12 and Level 2 and 3 national certificates in FET colleges
- monitoring the third year of FET colleges
- registering private FET colleges
- preparing national examinations for Abet Level 4, FET colleges, Senior Certificate examinations in May/June and National Senior Certificate in November 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.

In 2008, the HE budget was R18,5 billion. Some R15,1 billion of the budget was transferred to HE institutions as block grants or earmarked funds for the NSFAS, foundation programmes, infrastructure or efficiency allocations.



### 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 councils 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

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 committee facilitates the development of a national education system, shares information and views on national education, co-ordinates administrative action on matters of mutual interest and advises the department on a range of specified matters related to the proper functioning of the national education system.

### General and Further Education and Training Quality Assurance Council (Umalusi)

The Umalusi Council for Quality Assurance in General and Further Education and Training (Umalusi) was established in terms of the General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001).

Its major functions include:

- ensuring continuous quality improvements in the delivery and outcomes of the general and further education and training sectors by monitoring of the suitability and adequacy of standards and qualifications

The Department of Education is strengthening curriculum training and support for teachers and education administrators at provincial and district levels. Universities, education non-governmental organisations, professional bodies and experienced teachers are involved in training programmes for thousands of teachers and subject advisers. In April and May 2008, the Department of Education organised university lecturers and professionals working for professional bodies to train 1 259 subject advisers in 20 subjects of the new curriculum.



The University of South Africa (Unisa) is a pioneer of tertiary distance education and is the largest correspondence university in the world with 250 000 students.



- accrediting private providers and monitoring of and reporting on public providers
- assuring the quality of learner assessments at exit points
- issuing certificates
- quality promotion among providers of education, training and assessment.

All examination processes for qualifications offered by schools, Abet centres and FET colleges have been quality assured. Accreditation, monitoring and visiting the sites of private providers of education and training continue across schools, Abet centres and FET colleges. Existing assessment bodies (public and private) are monitored, while new applications for accreditation are processed.

In 2008/09, Umalusi was responsible for:

- improving and maintaining the existing system for quality, assuring exit-point assessment and developing new quality-assurance processes for the three new qualifications: National Senior Certificate, National Certificate (vocational) and GET Certificate (schools)
- improving and extending a system for evaluating and accrediting adult education centres, independent schools, private FET providers and assessment bodies
- establishing and further piloting quality assurance of qualifications and curricula
- conducting research on a number of topics on the standard of curricula and assessments in the GET and FET bands
- maintaining and improving the information technology (IT) system and existing certification functions, while developing new regulations and systems for the certification of new qualifications.

### South African Qualifications Authority

Saqa is a statutory body of 29 members appointed by the ministers of labour and of education. Saqa, through the NQF ensures that South African qualifications are of excellent quality, and internationally comparable. The authority is responsible for:

- developing the NQF by formulating and publishing policies and criteria for the registration of bodies responsible for establishing education and training standards or qualifications



- accrediting bodies responsible for monitoring and auditing achievements in terms of such standards and qualifications
- implementing the NQF by ensuring the registration, accreditation and assignment of functions to the referred bodies
- registering national standards and qualifications on the NQF.

The NQF is a set of principles and guidelines on 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.

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

The National Learners' Records Database (NLRD) is the key national source of information for human-resource development (HRD) in South Africa in terms of education, training and labour-market supply. It is also the management-information system of the NQF.

It includes information on learner achievements and accredited providers uploaded from education and training quality-assurance bodies (ETQAs), as well as the full contents of all qualifications and unit standards registered on the NQF. The NLRD is the first system in the world to contain all of these elements in one relational database.

By March 2008, Saqa had finalised the standards-generation process to register 30 additional qualifications.

The Saqa has reviewed the state of quality assurance, ensured that all the quality-assurance bodies disclosed non-compliance related to quality, and is starting a process to move from compliance to performance auditing.

These performance audits ensure, among other things, that all the accredited providers of registered qualifications are monitored and audited by accredited ETQAs. A targeted monitoring process was undertaken in high-risk areas such as firearm training, and the performance audit model was refined with input from stakeholders. The official performance auditing of ETQAs began late in 2007 and was completed in 2008.

### Council on Higher Education (CHE)

The CHE was established in terms of the HE Act, 1997 (Act 101 of 1997), and is responsible for:

- advising the minister on all policy matters related to HE
- executing responsibility for quality assurance in HE and training
- monitoring and evaluating the achievement of policy goals and objectives, including reporting on the state of South African HE
- promoting students' access to HE
- publishing an annual report on the state of HE for submission to Parliament
- convening an annual summit of HE stakeholders
- accrediting private providers and programmes for quality assurance.

Standard-setting has been added as a core function of the CHE and new structures and regulations were expected to be drafted in 2008.

### South African Council for Educators (SACE)

The SACE is a professional council that aims to enhance the status of the teaching profession and promote the development of educators and their professional conduct. The SACE was established in terms of the SACE Act, 2000 (Act 31 of 2000).

The council's functions are to:


- register educators
- promote the professional development of educators
- set, maintain and protect ethical and professional standards.

Educators are required to register with SACE before they are employed by any authority. The SACE has a register of about 500 000 educators, of whom 22 000 are registered provisionally. The council has strengthened entry requirements by checking the "professional standing" of applicants.

The council has a number of programmes that promote the development of educators and enhance the status and image of the teaching profession. These include, among other things, the Professional Development Portfolio Project

The National Learner Unit Record Information and Tracking System will track the movement of learners from Grade R to Grade 12 between schools and provinces. When a learner is registered on the system, he/she is assigned a unique national learner tracking number that will remain with the learner throughout his/her schooling career. By May 2008, the system had been implemented incrementally in ordinary and special schools and will be fully operational in all provinces and schools by March 2010.





that aims to encourage educators to reflect on their practice and to take responsibility for their own professional development; teacher education and development research activities; setting up the Continuing Professional Teacher Development (CPTD) system; and celebrating World Teachers' Day to acknowledge the work of educators.

The ethics function ensures that educators adhere to the SACE Code of 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 ensure the promotion and transformation of education at all levels within society.

Since its inception, the ELRC has concluded many collective agreements that have improved the quality of teaching and learning in South Africa.

A collective agreement on an Occupation Specific Dispensation (OSD) for educators was signed in April 2008 by the Department of Education and trade unions in the ELRC. The OSD is intended to improve remuneration packages for educators.

### **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 use of financial resources
- advising the minister on related matters.

In addition to managing funds appropriated by the department, the NSFAS undertook to manage three bursary schemes introduced in 2007/08:

- the Funza Lushaka bursary scheme for teacher training
- bursaries for FET college students
- bursaries for training social workers via the Department of Social Development.

The Department of Education is proceeding with efforts to double the output of universities in priority sectors by aligning the NSFAS and subsidy funding for scarce skills. To realise this objective, government committed R439 million over the 2007 – 2009 period to improve teaching and learning infrastructure.

### **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, 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 regarding 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 and 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 years, or learners reaching Grade 9, 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 (SGBs) is in place in public schools countrywide.
- The FET Colleges Act, 2006 (Act 16 of 2006), provides for the establishment, governance and funding of public FET colleges, the employment of staff (excluding the principal and deputy principal) at public FET colleges, the registration of private FET colleges, and general provisions for the running of such colleges. The Act is in line with the *Education White Paper 4 on FET* (1998).
- The HE Act, 1997 provides for a unified and national system of HE and for the establishment, governance and funding of public HE institutions, the registration of private HE institutions, and general provisions regarding such institutions. The Act, the *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 (EEA), 1998 (Act 76 of 1998), regulates the professional, moral and ethical responsibilities and competencies of educators. The EEA, 1998

also stipulates who the employer of educators is, how educators are employed and who determines their conditions of service. It also provides for an incapacity code, procedures for poor work performance and a disciplinary code and procedures (for dealing with misconduct).

- The Abet Act, 2000 (Act 52 of 2000), provides for the establishment of public and private adult-learning centres, funding for Abet provision, the governance of public centres and quality-assurance mechanisms for the sector.
- The goal of the *White Paper on e-Education (2003)* is that all teachers, learners, managers and administrators will be ICT-capable by 2013. Guidelines for teacher development identified three categories of professional development, namely:
  - basic ICT competencies
  - integration of ICT into teaching and learning
  - specialisation and innovation in ICT in education.

By May 2008, about 53 000 teachers had been trained in basic ICT skills and some 24 000 teachers in ICT integration into the curriculum.

### Quality Improvement, Development, Support and Upliftment Programme (QIDS-UP)

QIDS-UP is a five-year special intervention programme that prioritises 15 000 primary schools serving the poorest communities. The focus of the programme is to improve schools infrastructure, supply curriculum resources and provide teacher and school management support towards improving learning outcomes. The programme also seeks to address the impact of poverty in schools.

Greater emphasis is placed on improving school infrastructure. In 2008/09, 1 000 schools were improved (renovations, water and fencing) at a cost of R76,5 million in seven provinces. During 2008, 11 000 schools received reading books, including reading books in indigenous languages for 2 200 schools.

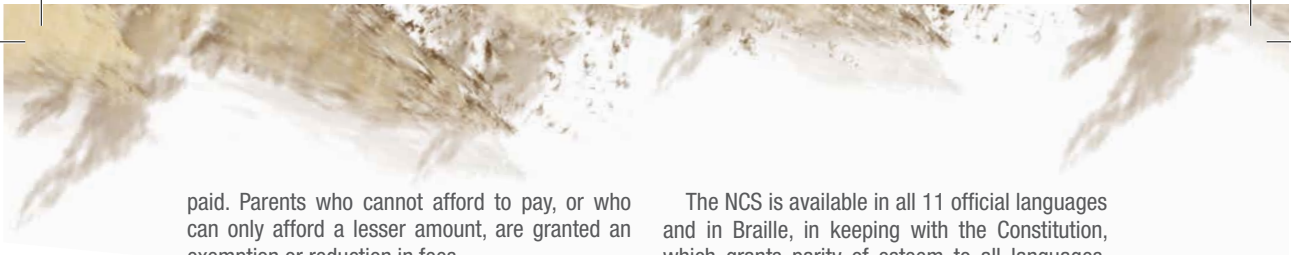
A manual on school self-evaluation and improvement to support school managers was delivered to schools in October 2008.

### 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.

The 2005 Education Amendment Bill became law in January 2006, providing the legal foundation for introducing no-fee schools in 2007.

By September 2008, 58% of public ordinary schools were declared no-fee schools, benefitting more than five million learners in 14 264 schools.

### General Education and Training

General school education is structured according to three phases, 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 is expected to be available to all children by 2010.

### Curriculum

The NCS aims to develop the full potential of all learners as citizens of a democratic South Africa. It seeks to create a lifelong learner who is confident and independent; literate, numerate and multi-skilled; compassionate, with respect for the environment; and the ability to participate in society as a critical and active citizen.

The NCS builds on the vision and values of the Constitution and the NCS for grades R to 12. These principles include:

- social justice, a healthy environment; human rights and inclusivity
- outcomes-based education
- a high level of skills and knowledge for all
- clarity and accessibility
- progression and integration.

The NCS (grades R to 9) has been implemented in the Foundation Phase (grades R to 3) since 2004, the Intermediate Phase (grades 4 to 6) since 2005, and in grades 7 and 10 since 2006. Grades 8, 9 and 11 were implemented in 2007 and Grade 12 in 2008.

Mathematics became compulsory for the first time in 2006. In 2008, pupils started writing the National Senior Certificate examination, offering seven subjects from a choice of 29. Examination papers are set nationally and benchmarked against international papers.

Focus schools of technology will be set up in each province. In terms of the curriculum, focus schools can be created and learners offered opportunities for gaining new skills.

At provincial level, schools suitable for conversion to focus schools will be identified to meet the demand for new and responsive skills.

The NCS is available in all 11 official languages and in Braille, in keeping with the Constitution, which grants parity of esteem to all languages. Teacher guides for each learning area have been developed and distributed to all schools.

The Policy on Religion and Education gives directives on how schools should address issues relating to religious observance, instruction and education, which are curriculum matters. It recognises diversity among learners and aims to foster tolerance, respect and understanding among learners of different backgrounds.

The National Policy on Assessment for the GET Band, which includes a protocol to regulate the recording and reporting of learner achievement of learning outcomes has been finalised and gazetted.

The national guidelines on school uniforms have also been gazetted.

### School-admission policy

The Education Laws Amendment Act, 2002 (Act 50 of 2002), set the age of admission to Grade 1 as the year in which the child turns seven. However, the school-going age of Grade 1 has been 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.

### National School Nutrition Programme

By August 2008, six million learners in 18 039 schools had access to the NSNP and there were 6 390 food gardens in schools. A total of 18 305 monitoring visits were made to schools by provinces and districts. Some 1 630 community-based service-providers were providing food supplies to schools.

About 26 408 food handlers are working on the programme and receive an honorarium ranging between R300 and R500 per month. In 2007/08, the NSNP was allocated a budget of R1,152 billion, of which 100% was spent by 31 March 2008.

### National Strategy for Mathematics, Science and Technology Education

The National Strategy for MST Education was launched in 2001. As part of this strategy,

government identified 102 dedicated Mathematics and Physical Science schools (Dinaledi schools).

It is evident that the success of the Dinaledi project is also dependent on the availability of teachers who are able to teach high-level Mathematics and Science. In addition, it has also been recognised that proficiency in English is an important element for enhancing performance in Mathematics and Science.

The Adopt-a-School Project is a framework for private partners to support the development of Dinaledi schools. By May 2008, 276 Dinaledi schools had been adopted by 14 partners.

The department has also enrolled about 50 000 Dinaledi learners in the Mathematics Olympiads.

Provinces use subject advisers, who have been trained by the department and universities, to train teachers in all subjects during school holidays and on weekends. By mid-2008, 4 824 Physical Sciences teachers had been trained in the provinces.

Provinces offer teachers bursaries to study the Advanced Certificate in Education (ACE) specialising in Physical Sciences. By mid-2008, R13,8 million had been awarded in bursaries.

### Further education and training colleges

Major transformation of the FET college sector saw the existing 152 technical colleges merging to form 50 multisite-campus FET colleges.

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

Public FET colleges are offering new, exciting, modern and relevant programmes of study in a variety of vocational fields. The new programmes are intended to respond directly to the priority skills demands of the South African economy.

The National Certificate (Vocational) is a new qualification at each of levels 2, 3 and 4 of the NQF. The qualification is designed to provide both the theory and practical experience in a particular vocational field.

The practical component of the study may be offered in a real or in a simulated workplace environment. The qualification will also provide an opportunity to enter HE studies, subject to students taking the appropriate subject combinations. To facilitate access to this qualification, the Department of Education has set aside R600 million over three years for bursaries.

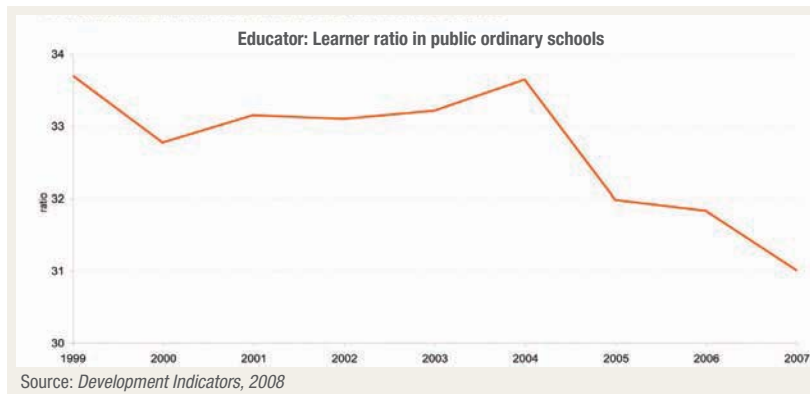
The FET College Financial Aid Scheme has commenced for students at Level 2 of the National Certificate (Vocational) and was extended to students on levels 3 and 4 in 2008 and 2009 respectively. These bursaries are administered by the NSFAS on behalf of the Department of Education.

The third and final year of recapitalisation of the FET colleges began in April 2008. Detailed plans from all 50 FET colleges for the expenditure of R795 million on infrastructure, equipment and human resources were submitted and approved by Cabinet. Some R397,5 million was transferred to colleges in May 2008.

### Higher Education

The 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)
- University of Zululand
- University of Venda



- University of the Free State (incorporating the QwaQwa Campus of the University of the North and the Bloemfontein Campus of Vista)
- North West University (from the merger of the universities of Potchefstroom, and Vista Sebokeng Campus with North West)
- University of Pretoria (incorporating the Mamelodi Campus of Vista University)
- 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 with Technikon SA)
- Tshwane University of Technology (from the merger of Pretoria, North West and Northern Gauteng technikons)
- Durban Institute of Technology (from the merger of Natal Technikon and Technikon ML Sultan)
- Central University of Technology, Free State (formerly Technikon Free State)
- Mangosuthu Technikon
- University of Johannesburg (from the merger of Rand Afrikaans University, which incorporated the Soweto and East Rand campuses of Vista University with Technikon Witwatersrand)
- University of Limpopo (from the merger of the Medical University of South Africa and the University of the North)
- Nelson Mandela Metropolitan University (from the merger of the University of Port Elizabeth, which incorporated the Port Elizabeth Campus of Vista University with Port Elizabeth Technikon)
- Walter Sisulu University in the Eastern Cape (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)
- Cape Peninsula University of Technology (from the merger of the Cape and Peninsula technikons)
- Northern Cape Institute of HE
- Mpumalanga Institute of HE, which was launched in October 2006
- Vaal University of Technology.

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 a 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 three-fold:

- 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 research and development system that integrates the research and training capacity of HE with the needs of industry and of social reconstruction.

### National Plan for Higher Education

One of the ways to give practical expression to the objective of a better life is to pursue greater access, transformation and quality in the HE system.


In 2008/09, the Department of Education's budget totalled R18,5 billion, of which R15,1 billion was transferred to HE institutions as block grants or earmarked funds (for the NSFAS, foundation programmes, infrastructure or efficiency allocations).

The National Plan for HE seeks to expand enrolment by setting a target of a 20% participation rate by 2015. It proposed a shift in the balance of enrolments to a ratio of 40%: 30%: 30% in the humanities: business and commerce: science, engineering, and technology, respectively over the period 2001 to 2010.

The challenge of equity of outcomes is addressed by matching the increased access of black people and women with increased success in key disciplines as well as in postgraduate programmes.

Institutions were directed to establish equity targets with an emphasis on areas in which black and women students were underrepresented and to develop viable strategies for ensuring equity of outcomes.

The plan proposes the restructuring and configuration of the institutional landscape of HE to create new institutional and organisational forms to address the racial fragmentation of the system as well as the administrative, human and financial capacity constraints.



By consolidating HE provision through reducing the number of institutions but not the number of delivery sites on a regional basis, cost and efficiency gains have to be achieved through institutional collaboration in specific programmes.

### Values

The Values Initiative continues to focus on all forms of discrimination in education within a broader framework of human rights. In early 2008, the Department of Education released a draft schools pledge to initiate a broader discussion on what it means to be a South African at the start of the 21<sup>st</sup> century.

The department also finalised the Bill of Responsibilities for the Youth of South Africa, developed in partnership with the National Religious Leaders Forum. It is a mirror of the Bill of Rights, indicating the responsibilities that young people have as they claim the rights afforded them by the Constitution.

The department, in partnership with the Department of Arts and Culture, allocated 2 000 national flags through the Flag in Every School Project, which aims to ensure that all schools fly the national flag with pride.

### Adult Basic Education and Training

According to the *Development Indicators, 2008*, there has been a steady annual increase in the literacy rate from 2002. By 2006, 74% of adults were literate. Female literacy rates followed a similar trend and reached 73% in 2006.

Provinces with the largest number of illiterate people are KwaZulu-Natal, Limpopo and the Eastern Cape, followed by Gauteng, Mpumalanga and North West. The lowest numbers occur in the Free State, the Northern Cape and the Western Cape.

While KwaZulu-Natal has the largest number of illiterate people with no education and Limpopo has the highest proportion, the highest concentration is in the Eastern Cape. The language groups most affected are isiZulu, isiXhosa and Sesotho sa Leboa.

The Department of Education is reviewing its Abet programmes to expand provision and ensure the responsiveness of the programme for the diverse needs of adult learners.

The Kha Ri Gude (“let us learn”) mass literacy campaign was officially launched in February 2008. Government will spend R6,1 billion over five years to enable 4,7 million South Africans to achieve literacy by 2010. The campaign is aimed at reducing adult illiteracy by:

- mobilising potential learners, educators and other support personnel to participate in the mass literacy campaign
- developing learner and educator-support material
- setting up relevant systems at national, provincial and district level to facilitate national implementation of the campaign
- establishing and maintaining a database of 4,7 million learners and 40 000 educators over the campaign period.

By August 2008, progress included the:

- enrolment of 360 000 learners
- recruitment and training of volunteer educators, 2 800 supervisors and 150 co-ordinators.
- in August 2008, blind unemployed matriculants were trained to teach basic Braille literacy to blind adults. In October 2008, the campaign received an additional allocation of R107 million.

Advocacy initiatives such as National Adult Learners’ Week and International Literacy Day, in September, continue to be celebrated, recognising and honouring the achievements of learners and their educators.

The Bridges to the Future Initiative (an ICT-based literacy programme) is being developed as a pilot programme in Limpopo. Partners include the national Department of Education, Limpopo Department of Education, the International Literacy Institute, Nedbank, Kellogg Foundation (United States of America) and the Molteno Project.

The number of Abet and literacy service-providers and non-governmental organisations (NGOs) has grown dramatically, with an increasing number of emerging organisations being accredited by both Umalusi and the Education, Training, Development Practices (ETDP) Sector Education and Training Authority (Seta).

### Education of learners with special education needs

The national and provincial departments of education provide a wide range of education services to learners who, owing to a range of factors, experience barriers to learning and participation.

These factors include:

- autism
- behavioural problems
- visual impairment
- tuberculosis
- children in conflict with the law
- physical disability
- neurological and specific learning disabilities



- multidisability
- intellectual disability
- hearing impairment
- communication disorders
- epilepsy
- over-aged learners.

These services are provided in ordinary and special schools through a range of service-providers such as district curriculum, institutional and special-needs specialists, as well as specially trained educators.

The *Education White Paper 6 (2001)* acknowledges that many children experience barriers to learning. Some of these barriers lie within the learners themselves (intrinsic), while some barriers are systemic, socio-economic and cultural.

In its quest to accommodate these learners, the Department of Education is field-testing full-service schools in 30 districts. Between 2005 and 2009, some 30 selected ordinary primary schools are being made fully accessible to learners who experience barriers to learning. They are being supplied with specialised equipment and training to cater for learners in the area who have additional support needs.

These full-service schools are seen as models of inclusive education to be replicated in all districts of the country. Infrastructure and learning conditions in special schools are being improved to ensure that all learners in the country receive quality education.

District-based support teams are being developed to provide support to educators whose learners have been identified as needing additional support. 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.

The lessons learnt are being applied to the wider education sector incrementally.

The First Pan-African Technical and Vocational Education and Training and Further Education and Training Conference was held in Cape Town in August 2008.

The conference's theme was "The Value of Work in Social Change and Education" and focused on:

- policy and curriculum development, and the challenges of flexible delivery and technology
- the power of partnerships
- the value of lessons learned, case studies and workshops.



Existing special schools are being 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 *Education White Paper 5 on ECD (2001)* proposes and encourages an integrated cross-sectoral approach to child development. This includes health, nutrition, education and psychosocial factors.

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 (2001)*. The non-profit sector plays a major role in ECD. Most of the early learning sites across South Africa have been initiated by the non-profit sector in partnership with communities.

The Department of Education is already responsible for children in grades 1 to 3 as part of compulsory schooling. The department intends to ensure that all children have access to Grade R by 2010.

The ECD policy also focuses on expanding ECD provision, correcting the imbalances of the past, ensuring equitable access to, and improving the quality and delivery of ECD programmes, including the provision of educational programmes to children from birth to four years.

Regarding the birth-to-four years age group, the Department of Education is a member of the ECD Interdepartmental Committee (including the departments of health and of social development), which has developed the Birth-to-Four National Integrated Plan. The plan is closely linked to government's Expanded Public Works Programme (EPWP). The EPWP creates employment and training opportunities for ECD practitioners. A total of 5 300 ECD teaching practitioners have undergone training across the various provinces with strong monitoring support from the Department of Education.

The registration of ECD 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 child-care facilities and grants to associations. These regulations are applicable to both public and independent ECD sites.



### School safety and enrichment

The Department of Education has initiated several interventions, ranging from the provision of infrastructure, to youth camps, and to learner and teacher programmes to facilitate the creation of safe and caring child-friendly schools across the country.

Furthermore, Section 8 of the South African Schools Act, 1996 compels the governing body of a school to adopt a code of conduct for learners.

In support of teachers, the department released examples of codes of conduct to schools and provided training and further guidance on alternative forms of discipline to corporal punishment during 2008/09.

The Department of Education is committed to ensuring learner participation in sport, arts, culture and music activities. The department is collaborating with Sport and Recreation South Africa (SRSA) in the co-ordination and management of national programmes that promote mass participation and competitive school sport.

The department's School-Enrichment Unit co-ordinates and strengthens the delivery of national extramural/extracurricular school-enrichment programmes, not only to promote mass participation in sport by young people, but also to promote social transformation and cohesion.

Some of the arts, culture and music flagship programmes the department co-ordinates in collaboration with the Department of Arts and Culture include the South African Schools Choral Eisteddfod, the National Indigenous Games, the Music and Movement Festival and the National Language Festival and Concert.

### School-safety measures

Regulations for safety measures at public schools focus on the safety of learners within schools' premises.

The measures also accommodate school tours and sporting activities. The regulations will, among other things, ensure the following:

- public schools must take reasonable measures to ensure the safety of learners during tours and sporting activities, including insurance against accidents
- learners and educators who undertake a school tour are not allowed to carry drugs, alcohol or weapons
- upon return from a tour or sporting activity, the supervising educator must submit a report to

the principal, who in turn will submit it to the departmental official who approved the tour

- a public school must obtain written consent from parents of learners who will be undertaking the tour
- public-school vehicles for transporting learners must have insurance and roadworthy certificates, and drivers of such vehicles must be in possession of valid driver's licences and professional driving permits.

The regulations will be published for public comment before being gazetted into legislation.

The Department of Education, in collaboration with provincial school-safety co-ordinators, identified 585 schools with high levels of crime and violence.

As part of a ministerial intervention project, nine schools (one in each province) have been identified. A minimum package regarding infrastructural changes has been compiled for schools to address incidents of crime and violence. The minimum package consisted of hand-held metal detectors, the appointment of security officers and installation of a security fence and appropriate lighting.

The impact of the department's intervention will be monitored over six months at each of the nine schools. The remainder of the 576 schools with high levels of crime and violence will be targeted in collaboration with provincial departments, with focused developmental programmes to curb incidents of crime and violence.

An early warning system, Be Aware – Take Care, has been developed and piloted in three provinces (Eastern Cape, Limpopo and the Western Cape) in partnership with the Centre for Justice and Crime Prevention.

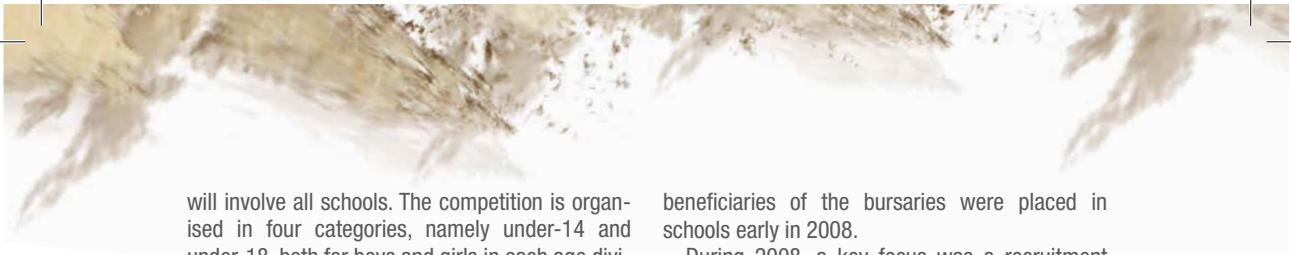
Partnerships have been strengthened with the departments of safety and security and of social development, Business Against Crime and the Centre for Justice and Crime Prevention to focus on eliminating crime and violence in schools.

### The South African Schools Football World Cup Partnership

The South African Schools Football World Cup Partnership was officially launched in Soweto at the Moletsane Sport Complex in May 2008.

This is a collaborative effort by the Department of Education, SRSA, the FIFA Organising Committee and South African Broadcasting Corporation to mobilise and educate South African schoolchildren about the 2010 FIFA World Cup™ tournament. As part of this, a competition has been arranged that





will involve all schools. The competition is organised in four categories, namely under-14 and under-18, both for boys and girls in each age division. The competition will roll out in two phases.

The first phase is along the lines of the Confederations Cup and the second phase the actual World Cup. Schools will assume the identities of the participating countries and the national emblems and culture will be adopted by the participating schools for the duration of the competition. This will encourage the building of knowledge about other countries and cultures and prepare young South Africans to host the Soccer World Cup.

### **Education management and governance development**

The Department of Education has developed the Education-Management Policy Framework and the South African Standard for Principalship for school managers, along with a new ladder of education-management qualifications.

These include a practice-based qualification for principals and aspirant principals, which will assist in professionalising the management of schools.

### **Educator development**

The department considers the development of educators, school managers and SGBs a high priority.

It continues to reduce the number of unqualified and underqualified educators by introducing capacity-building programmes. The following programmes contribute towards educators' development:

- an MST ACE was introduced to reskill and train educators so that the NCS could be introduced
- the MST Project aims to improve the qualifications and skills of educators in these subjects
- the National Professional Diploma in Education Programme aims to upgrade the qualifications of those teachers who do not meet the minimum professional qualification requirements
- the Education Information Policy has been instituted for the setting of standard requirements for the administration of national surveys.

The National Policy Framework for Teacher Education and Development, published in April 2007, aims to increase the supply of and to train better educators for the system.

To increase the number of teacher trainees, the Fundza Lushaka bursaries were introduced. In 2008, R180 million was disbursed through about 5 000 bursary awards to new and returning students in critical focus areas. The first 800

beneficiaries of the bursaries were placed in schools early in 2008.

During 2008, a key focus was a recruitment campaign to attract young people into Foundation Phase teaching, particularly students keen and able to teach in the various African languages.

The policy framework introduced the CPTD system to revitalise the teaching profession and to reward those who commit themselves to the goals and principles of quality, professionalism and service.

In 2008, the department funded 1 600 teachers on MST ACE programmes, and a further 3 000 teachers for national professional diplomas in education at various universities. Additional professional development programmes were planned to improve the ICT capabilities of teachers and to support the Foundations for Learning Programme.

Research to collect data on un- and underqualified teachers in the system was commissioned. The outcome of this will be the compilation of a five-year plan for a focused systemic approach to teacher upgrading to be implemented from 2009.

### **Education infrastructure**

In September 2007, Cabinet received the report on the National Education Infrastructure Management System (NEIMS), which is an update on the School Register of Needs. The report highlighted the progress the country was making in addressing the school infrastructure backlogs and the challenges that still lay ahead.

Cabinet resolved that innovative ways of accelerating service delivery, such as the establishment of a dedicated agency or public entity, increased use of public-private partnerships, and community participation in provision, should be explored.

The report concluded that some 74% of schools were in a good or excellent condition. However, it is also evident that substantial backlogs still remain in relation to the provision of facilities and the standard of these.


In 2008, a capital-investment plan was under development, using the NEIMS data.

In 1998, the education infrastructure budget was R481 million. In 2007, the budget totalled R3,9 billion (an increase of 810%). In 2010, it is set to expand to R5,2 billion.

### **Human-Resource Development Strategy (HRDS)**

The revised HRDS for the period 2009 to 2014 was approved and implemented in April 2008.





The aim of this strategy is to achieve articulation between the subsystems (public-private and across government) for optimal achievement of systemic outcomes; and to facilitate a continuing analysis of HRD and the functioning of the labour market.

The intended outcomes will include improvements in the HRD Index and country ranking, and in the measure and ranking of economic competitiveness, a reduction of the Gini co-efficient and an enhancement in social cohesion.

The strategy includes the following commitments:

- accelerating training output in priority areas to achieve accelerated and shared economic growth
- ensuring universal access to high-quality and relevant education
- improving technological and innovation capability in the public and private sectors
- establishing efficient planning capabilities in the relevant departments and entities for the successful implementation of the HRDS in South Africa.

A monitoring and evaluation system will monitor the implementation of the strategy. A major review based on systematic evaluation studies and impact assessments will be conducted every five years.

### Health promotion

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

This priority has been operationalised into three objectives. 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 in the education system.

The ministry's policy on HIV and AIDS for learners and educators has been converted into an accessible booklet for educators, SGBs and district officials.

The Department of Education's Schools Sectoral Plan on HIV and AIDS and Sexually Transmitted Infections (STIs) National Strategic Plan (NSP) 2007 – 2011 aims to:

- reduce sexual transmission of HIV by 50% among school-going youth by 2011

- strengthen social-behaviour change programmes, interventions and curriculum strategies and approaches to the prevention of sexual and intravenous transmission of HIV, customised for different target groups with a focus on children vulnerable to and at higher risk of HIV-infection within education institutions
- implement school-based interventions targeted at reducing HIV infection among school-going youth
- use schools as centres of care and support
- monitor and evaluate schools-based interventions on life skills, HIV and AIDS.

The department has implemented the following interventions in response to the NSP:

- It has strengthened and customised the life skills, HIV and AIDS and sexual reproductive health curriculum in educational institutions.
- It has conducted peer education training camps in North West, Mpumalanga, KwaZulu-Natal, and the Free State. Educators and learners were trained on drug and substance use and abuse, values and gender issues, reproductive health, teenage pregnancies, STIs, and safety and violence issues.

### Drug and substance abuse

The following have been implemented:

- regulations on drug testing have been developed and sent for public comment
- guidelines on random drug testing and searches were developed
- 150 sets of 13 posters on the harmful effects of drugs and substance abuse were developed and distributed
- 400 000 Z-cards were developed for learners
- an educator manual on drug and substance abuse was developed.

### Health screening of learners


The screenings target Grade R to Grade 4 learners identified with the following conditions:

- outstanding immunisation
- vision loss
- hearing loss
- gross loco motor dysfunction
- identification and response to intentional injuries and child abuse
- oral health
- mental health with special focus on Attention Deficit Hyperactivity Disorder.

In 2007/08, more than 411 schools participated in the health screenings of learners above the national strategic target of 200 schools nationwide, using







schools as centres of care and support. Mpumalanga, North West, Limpopo and Free State participated in the campaign.

### **Educational portal**

The educational portal [www.thutong.org.za](http://www.thutong.org.za) offers a range of curriculum and learner-support material, professional development programmes for educators, and administration and management resources for schools.

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

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.

The Department of Education has also revitalised and revised the content of the portal. It has more than 31 000 registered users and more than 22 000 curriculum resources.

### **Partnerships 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, educator unions, the SACE, ELRC and the ETDP Seta work together to achieve education transformation goals.

The success of key national initiatives (including South African Literary Initiative [Sanli]) relies largely on partnerships with the private sector and NGOs.

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.

### **Educator unions**

The majority of educators are organised into four educator 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.

In April 2008, an agreement was reached on the framework for the establishment of an OSD for educators in public education. The OSD provides for dual career paths where teachers and specialists in classrooms can progress to levels where they earn salaries that are equal to/or higher than those of managers without moving into management/supervisory posts.

It provides for longer salary bands so that teachers do not reach a plateau in their salaries too soon in their careers.

It provides for a new category of posts of teaching and learning specialists and senior learning and teaching specialists, as well as the creation of a cadre of education managers at school and office level.

The Education Management Service (EMS) will assist in ensuring that duties and responsibilities are clearly distinguished. The roles of principals are clearly separated from the roles of classroom educators and specialists. Educators employed in the EMS, whether school- or office-based, will sign performance agreements with their supervisors. Their new salary will consist of a flexible remuneration package.


### **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 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.

### **Gender equity**

One of the key programmes of the Directorate: Gender Equity in the Department of Education is the Girls Education Movement (GEM), which was launched in 2003. This programme aims to ensure that girl learners not only access education but that their retention and achievement rate increases. It is founded on three pillars, namely





career mentorship, skills development and advocacy. The GEM Skills Development Programme aims to address gender disparities through education and advocacy.

The movement has recently incorporated boys, where young people in schools form clubs known as the Girls and Boys Education Movement (G/BEM) clubs. These clubs are the department's avenue to inculcate in young people constructive values and empowering them with information pertaining to life-skills competencies to cope with different social problems, including learner pregnancy, gender-based violence, HIV and AIDS and sexual harassment.

The Guidelines for the Prevention and Management of Sexual Violence and Harassment in Public Schools were developed in 2008 to support schools and school communities in responding to cases of sexual harassment and sexual violence that are perpetrated against learners and educators within schools and those that come to the attention of school authorities. The document also sets out standard measures to be taken to respond to situations of alleged and actual sexual violence and harassment across school communities, as well as assisting victims with reporting procedures and seeking intervention and support.

The measures for the Prevention and Management of Learner Pregnancy were also developed and distributed to public schools. The measures are intended to provide an environment in which learners are fully informed about reproductive matters and have the information that assists them in making responsible decisions. It also provides affected learners with information pertaining to their rights to education and support.

### Rural education

The Directorate: Rural Education was established in May 2007 as a result of the recommendations made by the Ministerial Commission on Rural Education. The focal point of this directorate is to develop the National Framework for Quality Education in Rural Areas. The plan is grounded in the 82 recommendations extracted from the *Report of the Ministerial Committee on Rural Education*. It focuses on the following five areas:

- quality of teaching and learning
- attracting and retaining learners in rural and farm schools
- planning, restructuring and improving infrastructure in rural and farm schools
- effective school governance and management in rural and farm schools

- advocacy and sustainable partnership to implement programmes directed at the broader rural development and community participation in rural and farm schools.

By mid-2008, the report was in the second draft stage and the consultation process was continuing.

Three guidelines, as per the strategic plan and in keeping with recommendations made by the Ministerial Commission on Rural Education, have been drafted:

- Guidelines for Mergers and Closures of Schools
- Guidelines for the Implementation of Regulations relating to the Minimum Requirements for an Agreement between the Member of the Executive Property on which a Public School is Situated
- Guidelines to Formulating a Training Manual for Multigrade Teachers.

### 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 education, FET and HE.

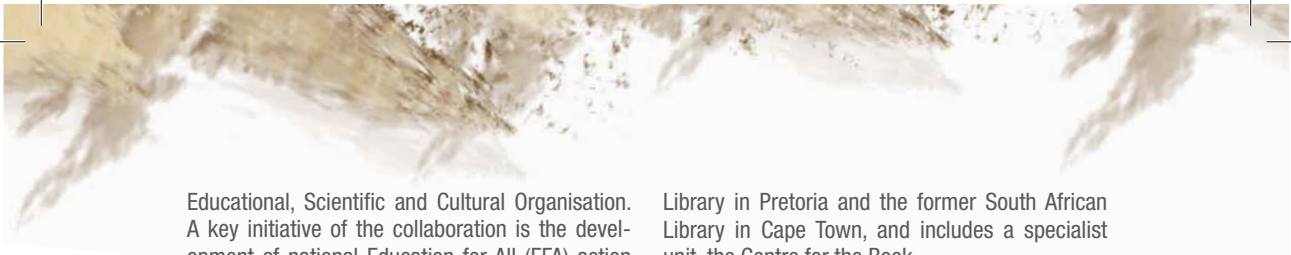
Development co-operation with partners such as Flanders, France, Germany, Italy, the Japan International Co-operation Agency, Norway, the Danish Agency for Development Assistance, United States Agency for International Development, Centre for Disease Control and Prevention, the Sweden International Development Agency, the United Kingdom's (UK) Department for International Development, the Netherlands, the Irish Agency for International Development, the Finnish Government and the European Union have been instrumental in the provision of technical and financial assistance to the national and provincial departments of education.

The Ministry of Education plays a leading role in developing 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 Ministry of Education chairs the Bureau of the Conference of Ministers of Education of the African Union (AU), which is monitoring the implementation of the AU's Second Decade of Education Plan of Action (2006 – 2015). 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 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**

### **Library and information services (LIS) sector**

South Africa's growing LIS sector includes a national library, public/community libraries, school libraries, special libraries, government libraries and HE libraries.

South Africa has 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). In addition, the department has provided classroom libraries to schools and has facilitated a programme of providing mobile libraries to provincial departments of education.

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

### **National Council for Library and Information Services (NCLIS)**

The NCLIS was established by the NCLIS Act, 2001 (Act 6 of 2001). The object of the council is to advise the ministers of arts and culture and of education on LIS matters.

To this end, the council advises the ministers on the development, co-ordination and promotion of LIS, on legislation and policies, on the allocation of public funds, on LIS education and training, on the promotion of literacy and a culture of reading, and on the use of ICT to improve the quality of LIS.

### **National Library of South Africa (NLSA)**

The NLSA was constituted in 1999, in terms of the NLSA Act, 1998 (Act 92 of 1998). This new institution emerged after the merger of the former State

Library in Pretoria and the former South African Library in Cape Town, and includes a specialist unit, the Centre for the Book.

The NLSA is a custodian and provider of the nation's key knowledge resources. It is mandated by the NLSA Act, 1998 to collect and preserve intellectual documentary heritage material, and to make it accessible worldwide. It ensures that knowledge and information are not lost to posterity and are available for further research.

The national library's collection contains a wealth of information sources, including rare manuscripts, books, periodicals, government publications, foreign official publications, maps, technical reports and books on special interest, including Africana material and newspapers. These may also be available on CD, microfilm, in digital format or on the web.

The functions of the NLSA are to build a collection of published documents emanating from or relating to South Africa; to maintain and preserve these collections; and to provide access to them through bibliographic reference, information and inter-library-lending services, as well as to promote information awareness and information literacy.

The Centre for the Book in Cape Town is a specialised unit and promotes the culture of reading, writing and publishing in all official languages of South Africa.


In terms of the Legal Deposit Act, 1997 (Act 54 of 1997), the NLSA receives two copies of each book, periodical, newspaper, map, manuscript material or other publication that is published in South Africa in any medium, whether print or electronic. The other legal deposit libraries are the Library of Parliament in Cape Town, the Mangaung Public Library in Bloemfontein and the Msunduzi Municipal Library.

The Legal Deposit Act, 1997 also provides for the establishment of official publications depositories

The Minister of Arts and Culture, Dr Pallo Jordan, unveiled the new home for the National Library of South Africa on 1 August 2008, in Pretoria. Three hundred million rand was spent on the new building, which seats 1 300 users at any one time.



Significantly, the 33 000-m<sup>2</sup> building is 10 times bigger than the previous library. Also, its 14 700 m<sup>2</sup> of storage space will preserve the quality of the reading material, including newspapers dating back to the late 1800s. The climate control of 18 degrees celsius and 50% humidity within the storage space will prevent the deterioration of books.



(OPDs). The first OPD is at the Constitutional Court Library and the second is at the Phuthaditjhaba Public Library in the Free State.

### **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 inter-library loan requests. Pressure on 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 are libraries that consist of subject-specialised collections, including private organisations' libraries and libraries of government departments. (See also Chapter 4: *Arts and Culture*.)

Government made an additional R200 million available for libraries in 2008. Libraries were expected to:

- offer improved access to libraries through better staffing and more sensible opening hours
- update informational resources, especially educational-support material
- install new library infrastructure
- promote children's literature
- stock more books in indigenous languages.

The Library Charter, unveiled in 2008, sets the new direction for the country's community libraries. Some R39 million has been set aside for the upgrading of public entities and the South African Library for the Blind.



## Acknowledgements

BuaNews  
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*Development Indicators, 2008*  
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## Suggested reading

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