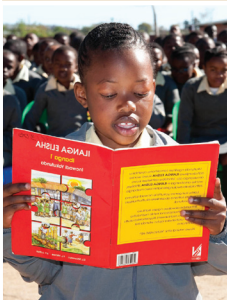


POCKET GUIDE TO SOUTH AFRICA



EDUCATION

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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.

Among the closely monitored performance areas are the number of Grade 12 learners qualifying for university entry as well as those students' Mathematics and Physical Science pass rates. Government aims to increase the number of Grade 12s qualifying to enrol for a Bachelor's Degree to 175 000 by 2014.

One way of doing this is to do an annual national assessment (ANA) that is standardised and internationally benchmarked. Analysis of the results of such assessments will inform the plans the department will adopt to improve the quality of learning and teaching.

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

Statutory bodies include the Council of Education Ministers; Heads of the Education Department's Committee; General and FET Quality Assurance Council; South African Qualifications Authority; Council on HE; South African Council for Educators; National Board for FET; Education Labour Relations Council; and the National Student Financial Aid Scheme.

In February 2011, more than six million primary school learners from grades one to six sat for the first ANA tests in Languages (home and first additional language) and Mathematics. The objective of the ANA is to establish a national benchmark by which the department will measure levels of Literacy and Numeracy in primary schools.

The results were released in April 2011 and showed several weaknesses in Numeracy and Literacy that needed urgent intervention.

At the July 2010 Cabinet Lekgotla, government announced plans to get more than 200 000 children between the ages of seven and 15 enrolled in school by 2014 by increasing the number of no-fee schools, while widening feeding schemes.

In 2011, the national Grade 12 pass rate was 70,2%, compared to 67,8% the previous year.



The national Department of Basic Education set aside R8 billion over a period of three years to replace mud and inappropriate structures and 119 new schools were completed in 2010 as multi-year projects.



In the 2011/12 financial year, over 3 322 students were supported with bursaries to study at Higher Education and Further Education and Training (FET) institutions. Through the Human Resource Development Council initiatives, 90 FET college lecturers were trained at the universities of Fort Hare, Walter Sisulu and Nelson Mandela Metropolitan.

There is also a drive to ensure that teachers are in class and teaching for the allocated school time.

By February 2012, there were more than 12 million learners in 24 365 public schools. They were taught by 365 447 teachers.

Basic education Targets

The Department of Basic Education has identified the following targets to be achieved by 2014:

- the number of Grade 12 learners who pass the national examinations and qualify to enter a Bachelor's programme at a university must increase from 105 000 to 175 000
- the number of Grade 12 learners who pass Mathematics and Physical Science must total 225 000 and 165 000 respectively
- the percentage of learners in grades three, six and nine in public schools who obtain the minimum acceptable mark in the ANA for Language and Mathematics (or Numeracy) must improve from between 27% and 38% to at least 60%.

Priorities

To support the education system, the Department of Basic Education set out the following priorities:

The National School Nutrition Programme (NSNP) is one of the most important components of the Government's Programme of Action. It was specifically assigned the responsibility of addressing children's ability to learn by providing them with nutritious meals.



The NSNP was extended to all secondary school learners in quintile three in eight provinces. By February 2012, 8,6 million learners had benefited from the programme.

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- by 2014, there will be universal access to Grade R for all age-appropriate children
- adequate learning and teaching materials will be developed and distributed, particularly to those schools the department has identified.
- standardised ANA of the quality of learning will take place in grades three, six and nine yearly.

Policy

The Department of Basic Education finalised a comprehensive turnaround plan for improving the quality of learning and teaching in schools called *Action Plan 2014: Towards the Realisation of Schooling 2025*.

The action plan aims to improve all aspects of education such as teacher recruitment, learner enrolment, school funding, mass literacy and numeracy and overall quality of education through specific measurable targets.

The adoption in 2010 of an outcomes-based approach in implementing government's priorities ensures that the work of government is measured according to outcomes. The performance outcomes are politically determined positions of government to achieve greater and more focused development. The outcomes approach enables the Department of Basic Education to set measurable targets and deliverables for monitoring progress in addressing challenges in education.

In 2010, the department trained over 10 000 Early Childhood Development (ECD) practitioners through the Expanded Public Works Programme.



By February 2011, more than 400 000 children accessing registered ECD facilities were being subsidised by government at a cost of between R12 and R25 per day.

The Department of Social Development launched the National *ECD Awareness* Campaign in June 2011, focusing on registering ECD facilities in rural areas and providing subsidies to eligible children.

As part of the campaign, 297 new ECD centres were registered in the first quarter of 2011, with 6 300 eligible children receiving subsidies. One of the key elements of this campaign is to ensure equalisation of subsidies for all eligible children in ECD centres, irrespective of where they live.

By February 2012, there were 19 331 ECD centres in the country. More than 848 000 children received ECD services and more than 514 000 of them were subsidised by government.

The Education Laws Amendment Act, 2005 provided the legal foundation for introducing no-fee schools in 2007.



By 2010, no-fee schools made up 81% of the country's public schooling system, benefiting 118 million learners. The schools receive a government subsidy of R640 to R855 per learner for quintiles one to three – the poorest schools classified as no-fee schools. Schools in quintiles four and five, deemed affluent schools, receive R428 and R147 per learner, respectively.

Curriculum development

Schooling 2025 is the new action plan by government to improve the education system in schools. It aims to improve all aspects of education such as teacher recruitment, learner enrolment, school funding, mass literacy and numeracy and overall quality of education.

The new curriculum gives learners the option of learning in their mother tongues for the first three years of their schooling. English will still be taught, but will not replace the mother tongue or home language in the early grades.

Each grade will have its own programme of study. This will ease the workload on teachers and allow learners to focus on specific projects and assessments. The number of subjects will also be reduced from eight to six for learners in the intermediate phase. This means that for learners in grades four to six, Technology will be combined with Science; Arts and Culture will be combined with Life Orientation; and Economic and Management Sciences will only be taught to learners from Grade Seven.

From 2011, learners' end-of-year results are calculated as follows:

- grades R to three will be based on 100% continuous assessment of work done throughout the year
- grades four to six will be based on 75% continuous assessment and 25% year-end exam results

Deputy President Kgalema Motlanthe opened the University of Johannesburg's newly refurbished Soweto Campus in February 2011.



The facility serves as the centre for management sciences and education and includes the installation of new information technology, student accommodation, lecture halls, a student centre, law and health clinics, computer laboratories and sport facilities.

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- grades seven to nine will be based on 40% continuous assessment and 60% year-end exam results
- grades 10 to 12 will be based on 25% continuous assessment and 75% year-end exam results.

Further Education and Training

Nearly 70% of all South Africans are under the age of 35. Government, through the Department of Higher Education and Training, developed a strategy to increase the ratio of young people who are in education, employment or training by 2014/15.

The aim of this strategy is to strengthen the capacity of the education and training system to provide pivotal programmes to a growing number of young post-school learners as well as adults at turning points in their careers.

Pivotal programmes are professional, vocational, technical and academic learning programmes, which meet critical needs for economic growth and social development.

These programmes generally combine course work at universities, universities of technology or colleges with structured learning at work – through, among other things, professional placements, work-integrated learning, apprenticeships, learnerships and internships.

The FET sector, with its 50 colleges and 263 campuses nationally, is the primary site for skills-development training.

The FET college system carries about 220 000 students in public colleges and less than 100 000 in private colleges.

Higher Education

The department is responsible for developing the country's education and training institutional capacity and resources into a coherent but diverse and differentiated post-school learning system, serving adults and youth within the frame-

A ministerial committee was established to review the funding framework of universities and make recommendations, taking into account the needs of universities over the next 15 years.



It will consider ways of improving the funding framework to strengthen rural institutions and ensure that historically disadvantaged students are supported within the system.

The Ministry allocated R686 million for the 2010 to 2012 financial period to address accommodation needs, including more student residences on campuses.

The *Kha Ri Gude* (Tshivenda for “let us learn”) *Mass Literacy Campaign* was launched in February 2008, to enable 4,7 million adults above the age of 15 to become literate and numerate in one of the 11 official languages.



The campaign makes specific efforts to target vulnerable groups. In 2011, 80% of the learners were women, 8% were people with disabilities, 25% were youth and 20% were above the age of 60.

Between the inception of the programme and March 2011, approximately 1,5 million learners became literate. From 2010 to March 2011, 609 199 learners successfully completed the programme.

work of the Human Resource Development Strategy for South Africa.

The department’s budget for 2011/12 was R9,1 billion. Universities received R19,5 billion and R4,3 billion was allocated to FET colleges.

Government aims to increase access to HE to the poor by, among other things, converting loans into bursaries for qualifying final-year students.

The HE landscape consists of the following institutions:

- University of the Witwatersrand
- University of Cape Town
- University of Stellenbosch
- Rhodes University
- University of the Western Cape
- University of Zululand
- University of Venda
- University of the Free State
- North West University
- University of Pretoria
- University of South Africa
- Tshwane University of Technology

The new National Skills Development Strategy (NSDS) III was launched in January 2011. It draws on lessons learned from NSDS I and II. The key driving force of this strategy is improving the effectiveness and efficiency of the skills development system. It represents an explicit commitment to encouraging the linking of skills development to career paths, career development and promoting sustainable employment and in-work progression. The emphasis is particularly on those who do not have relevant technical skills or adequate reading, writing and numeracy skills to enable them to find employment.



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President Jacob Zuma announced in his State of the Nation Address in February 2012 that R300 million had been allocated for preparatory work towards building new universities in Mpumalanga and the Northern Cape.



- Durban Institute of Technology
- Central University of Technology, Free State
- Mangosuthu University of Technology
- University of Johannesburg
- University of Limpopo
- Nelson Mandela Metropolitan University
- University of Fort Hare
- Cape Peninsula University of Technology
- Vaal University of Technology
- Walter Sisulu University for Technology and Science
- National Institute for HE, Northern Cape
- National Institute for HE, Mpumalanga.