Education

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

At almost 5,5% of gross domestic product, South Africa has one of the highest rates of government investment in education in the world.

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

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

By mid-2006, the South African public education system had 12 million learners, 366 000 educators and about 28 000 schools, including 390 special-needs schools and 1 000 registered private schools. Of all schools, 6 000 were high schools (grades 7 to 12) and the rest were primary schools (grades 1 to 6).

Learners attend school for 13 years; the first year of education, Grade 0 or Grade R, and the last three are not compulsory. Many primary schools offer Grade 0, which can also be completed at nursery school.

The matric exam pass rate in 2005 was 68,3%. Although this represented a slight decrease in the pass rate, the number of learners writing and passing the Senior Certificate increased substantially. A total of 347 184 learners passed the Senior Certificate in 2005, 16 367 more than in 2004.

In 2005, 86 531 candidates achieved university endorsement compared with 85 117 in 2004. A total of 32 112 learners passed Mathematics on the Higher Grade (HG) and 45 652 passed Physical Science HG. A total of 40 952 learners passed with merit, and 9 339 passed with distinction.

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

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

Education structures
Ministry of Education
The National Education Policy Act, 1996 (Act 27 of 1996), empowers the Minister of Education to determine national norms and standards for education planning, provision, governance, monitoring and evaluation. The principle of democratic decision-making must be exercised within the context of overall policy goals. In determining policy, the minister must take into account the competence of provincial legislatures and the relevant provisions of any provincial law relating to education.

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

The national department shares a concurrent role with the provincial departments of education for school education, Abet, Early Childhood Development (ECD) and FET colleges. The South African Schools Act, 1996 (Act 84 of 1996), further devolves responsibility to school level by delegating the governance of public schools to democratically elected school-governing bodies (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 fora to collaborate in developing the education system.

The role of the national department is to translate the education and training policies of government and the provisions of the Constitution

into a national education policy and legislative framework.

The department must ensure that:

- all levels of the system adhere to these policies and laws
- mechanisms are in place to monitor and enhance quality in the system
- the system is on par with international developments.

The core activities of the department are to:

- provide research and policy review
- provide planning and policy development
- provide support to the provinces and HE institutions in their implementation of national policy, norms and standards
- monitor the implementation of policy, norms and standards to assess their impact on the quality of the educational process, and identify policy gaps.

The Department of Education has six branches:

- Administration
- Systems Planning
- Quality Promotion and Development
- GET
- FET
- HE.

Administration

This branch provides for policy formulation and the sound financial management of the department.

Systems Planning

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

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 through the management and evaluation of programmes for ECD, school education, learners with special needs, education management and governance programmes, district development and education human resources.

Key priorities of the branch include expanding programmes; providing Grade R to all children; further developing a truly inclusive system of education, including the consolidation of special schools; ensuring that there are no underqualified educators; co-ordinating the implementation and provision of education to children up to the age of four; and successfully implementing the Revised National Curriculum Statement (RNCS).

The department will develop the capacity of district managers to support and ensure quality teaching and learning in schools through its district development programme.

The department aims to remove all barriers to learning so that children with special needs, including the most vulnerable, are able to participate fully.

By mid-2006, an audit of special schools had been finalised and the first stages of the *White Paper on Building an Inclusive Education and Training System* were being implemented.

Learner access to Grade R is increasing, and the department expects to meet its target of implementing Grade R in all public primary schools by 2010. The department will focus on improving the outcomes of education in the early years of schooling and beyond. In collaboration with the departments of health and of social development, an integrated plan for ECD was completed at the end of 2005 for implementation in 2006 and beyond.

Further Education and Training

The FET Branch is responsible for the development of policy for grades 10 to 12 in public and independent schools, as well as 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 called Thutong (*www.thutong.org.za*).

In 2005, the branch's main achievements included:
- developing new national certificates for Grade 12 in 2008 and levels 2, 3 and 4 vocational education in 2007, 2008 and 2009
- preparing for the implementation of the new curriculum in Grade 10 in 2006 and of Level 2 national certificates in FET colleges in 2007
- research and planning for the recapitalisation of FET colleges
- preparing for the registration of private FET colleges
- national examinations for Abet Level 4, FET colleges and six subjects of the Senior Certificate.

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.

Total government funding of the HE system has more than doubled since 1996.

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 functions of the committee include facilitating the development of a national education system, sharing information and views on national education, co-ordinating administrative action on matters of mutual interest, and advising the department on a range of specified matters related to the proper functioning of the national education system.

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

The council ensures that providers of education and training have the capacity to deliver, and also assesses qualifications and learning programmes to ensure that they conform to set standards. Umalusi is guided by the General and Further Education Act, 2001 (Act 58 of 2001).

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

In 2006, Umalusi was responsible for:
- improving and maintaining a system for quality-assuring qualifications, programmes and assessments
- establishing a system for evaluation and accreditation
- establishing, maintaining and improving the information technology (IT) system
- certifying of learner achievements.

South African Qualifications Authority

The Saqa is a statutory body of 29 members appointed by the ministers of labour and of education. The Saqa, through the NQF, ensures that South African qualifications are of excellent quality, and internationally comparable. The authority oversees the:
- development of the NQF by formulating and publishing policies and criteria for the registration of bodies responsible for establishing education and training standards or qualifications
- accreditation of bodies responsible for monitoring and auditing achievements in terms of such standards and qualifications
- implementation of the NQF by ensuring the registration, accreditation and assignment of functions to the referred bodies

• registration of national standards and qualifications on the NQF.

The NQF is a set of principles and guidelines 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.

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

In 2005/06, Saqa implemented a new standard-setting system, developed a discussion document for rationalising qualifications on the NQF, completed the unit standards project (the checking of all registered unit standards), and cleared the Mathematics fundamentals for Level 4 qualifications.

The loading of Umalusi senior certificate data was also completed, with 5,5 million learner records on the national learners' records database. Furthermore, 1 902 applications were registered and 1 526 certificates of evaluation were issued to individuals.

In 2006, Saqa continued to provide leadership and professional expertise to ensure that high-quality, nationally relevant and internationally comparable unit standards and qualifications were registered on the NQF. Saqa has an important role to play in developing appropriate scarce skills, particularly in technical fields. Saqa will continue to target strategic areas for skills development such as the FET sector.

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
• executive 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.
The CHE also publishes an annual report on the state of HE for submission to Parliament, and convenes an annual summit of HE stakeholders. In addition, the council accredits private providers and programmes for quality assurance.

In 2006, the CHE was expected to advise the minister on, in particular, the appropriate scope and structure of the HE system, language policy, new funding arrangements for HE and new academic policies.

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 has three core functions:
• providing for the registration of educators
• promoting the professional development of educators
• setting, maintaining and protecting 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 495 000 educators, of which 19 000 are registered provisionally.

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 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 for purposes of advising the council and the Minister of Education; co-ordinating and managing various professional development activities in the country; 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. In 2005, the council received 60 complaints about teachers. Of these, 40 were ethics-related, eight were employment-related and 12 were private matters.

National Board for Further Education and Training (NBFET)
The NBFET was launched in June 1999 in terms of the National Education Policy Act, 1996. It provides

the minister with independent and strategic advice on matters relating to the transformation of FET. The board may, on its own initiative, advise the minister on any aspect of FET, as well as:

- national FET policy, goals and priorities
- norms and standards, including those regarding funding
- norms and the terms, purposes and conditions of earmarked grants
- reports on FET from provincial advisory bodies.

Education Labour Relations Council (ELRC)

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

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

National Student Financial Aid Scheme

The NSFAS is responsible for:

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

The NSFAS allocated 114 000 study awards in 2005.

In 2006, the NSFAS made over R1,3 billion available for loans and bursaries.

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 with regard to educator:learner ratios, and the availability of more educator posts in historically disadvantaged areas.

Education policy
Legislative framework

Education policy is informed by the following legislation:

- The National Education Policy Act, 1996 identifies the policy, legislative and monitoring responsibilities of the Minister of Education and formalises relations between national and provincial authorities. The Act embodies the principle of co-operative governance.
- The South African Schools Act, 1996 promotes access, quality and democratic governance in the schooling system. It makes schooling compulsory for children aged seven to 15, or learners reaching the ninth grade, whichever occurs first. It also provides for two types of schools – independent schools and public schools. The Act's provision for democratic

school governance through SGBs is in place in public schools countrywide.

- The FET Act, 1998 (Act 98 of 1998), and the *Education White Paper 4 on FET* (1998), provide the basis for developing a nationally co-ordinated system, comprising the senior-secondary component of schooling and technical colleges.
- The HE Act, 1997 provides for a unified and nationally planned system of HE. The HE Act, 1997, *Education White Paper 3 on HE* (1997) and the National Plan for HE form the basis for the transformation of the HE sector.
- The Employment of Educators Act, 1998 (Act 76 of 1998), regulates the professional, moral and ethical responsibilities and competencies of educators.
- The Abet Act, 2000 (Act 52 of 2000), provides for the establishment of public and private adult-learning centres, funding for Abet provisioning, the governance of public centres and quality-assurance mechanisms for the sector.
- The HE Amendment Act, 2002 (Act 63 of 2002), clarifies and brings legal certainty to labour and student matters regarding the mergers of public HE institutions.

In February 2006, the Ministry of Education hosted a conference on strengthening African studies in Africa, and South Africa in particular, at the Centre for African Renaissance Studies, University of South Africa, Pretoria.

The conference's theme was *Maintaining Viable African Studies Centres: Challenges and Lessons from the Diaspora.*

Its purpose was to debate matters relating to structures and types of programmes needed to make African studies both on the continent, and in particular, in South Africa, viable and sustainable. This would enable supportive policy intervention with the aim of diversifying delivery systems to involve civil-society groups and empower communities.

The conference formed part of a process to facilitate accelerated and informed developments that could feed into related development plans as conceptualised in the African Union and the New Partnership for Africa's Development framework.

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

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

Quality Improvement and Development Strategy

To improve and develop education by means of a programme that will concentrate on addressing apartheid's legacy in education, government intends to invest some R12,5 billion over the next five years.

Five thousand schools that perform poorly and that are located in the worst-resourced districts will be identified and provided with resources such as libraries, laboratories and teaching material. Their educators will get support in the form of high-quality school-based education-development programmes, and better district development teams.

Teaching and learning will focus on the acquisition of important content and academic skills and on equipping learners with literacy and numeracy skills.

Progress made by learners and their schools will be assessed regularly.

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, but in respect to no-fee schools, it will take effect in 2007. Funds were earmarked to increase allocations to schools by 20% in 2006 and by 40% in 2007.

By September 2006, by having 2,6 million pupils attending 7 000 primary and secondary schools where school fees were not paid, the department had exceeded its target.

Education

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

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

General Education and Training

General school education is structured according to three phases, namely the Foundation Phase, Intermediate Phase and Senior Phase, and constitutes the compulsory component of the education system. The progressive provision of Grade R prior to Grade 1 started in 2002 and will be available to all children by 2010.

Curriculum

The National Curriculum Statement (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 multiskilled; compassionate, with a respect for the environment and the ability to participate in society as a critical and active citizen.

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

The NCS (grades R to 9 for schools) builds on the vision and values of the Constitution and Curriculum 2005. 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 and 9 will be implemented concurrently in 2007.

When a new curriculum was introduced in grades 7 and 10 in 2006 to address some of the skills needed in South Africa, Mathematics became compulsory for the first time. By 2008, pupils will be expected to write the National Senior Certificate examination, offering seven subjects from a choice of 29. Examination papers will be set nationally and benchmarked against international papers.

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 into focus schools will be identified and, to meet the demand for new and responsive skills, focus schools of technology will be set up in each province.

The NCS is available in all 11 official languages as well as 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. Each educator in the GET band has been provided with a copy of the NCS as well as with a set of teacher guides.

A national core training team provided training to officials, including curriculum specialists, subject advisers and other key staff. They, in turn, have

---

Through the Primary School Nutrition Programme, over five million learners at 16 000 schools were fed in 2005/06, with overall expenditure of about R200 million in nodal districts.

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

In 2006/07, about 5,5 million learners at 17 000 schools were expected to be fed. In 2006, the grant increased to about R1,1 billion, a 20,4% increase over 2005.

been training educators and school principals in their respective provinces.

The department has established learning-area committees as well as a foundation-phase committee to offer support for curriculum implementation and for ongoing curriculum development.

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

The National Protocol on Assessment, which regulates the recording and reporting of learner achievement of learning outcomes, has been finalised.

The national guidelines on school uniforms have been gazetted.

School-admission policy

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

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

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, a Constitutional Court challenge to the Bill in 2003 resulted in the school-going age of Grade 1 being changed to age five if children turn six on or before 30 June in their Grade 1 year. This was implemented with effect from the 2004 school year.

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

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

Further Education and Training

FET provides learning and training from NQF levels 2 to 4, or the equivalent of grades 10 to 12 in the school system, and Further Education and Training Certificate (FETC) General Vocational and FETC Trade Occupational, on NQF levels 2 to 4 in FET colleges.

Learners enter FET after completing the compulsory phase of education in Grade 9, or via the Abet route. The long-term vision of this sector includes the development of a co-ordinated FET system, providing high-quality, flexible and responsive programmes, and opportunities for a learning society.

The short- to medium-term focus is on addressing the weaknesses and deficiencies of the current system, while simultaneously laying the foundation for the next 20 years.

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).

The Dinaledi schools are mainly located in historically disadvantaged communities.

In May 2005, the CEM approved the expansion of schools dedicated to MST to 400 in 2006.

The aim is to double the number of learners passing HG Mathematics and Science in Grade 12 by 2008.

The Dinaledi initiative is part of the Accelerated and Shared Growth Initiative for South Africa (AsgiSA).

Further Education and Training colleges

Major transformation of the FET college sector took place during 2002/03, in which the existing

From 27 to 31 March 2006, the Minister of Education, Ms Naledi Pandor, attended the biennial meeting of Association for the Development of Education in Africa (ADEA) in Libreville, Gabon.

The ADEA was created in 1988 as a forum for donors, but has grown over the years and now has a unique membership, comprising all the ministers of education in sub-Saharan Africa.

The theme of the 2006 meeting was *Effective Learning and Effective Education.*

152 technical colleges were merged to form 50 multisite-campus FET colleges.

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

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

From 2006/07 to 2008/09, government is expected to invest R1,9 billion for the recapitalisation of the 50 public FET colleges.

In 2005/06, about R50 million was used to develop a detailed situation analysis and work plans to direct the use of the R1,9 billion.

The R50-million planning grant was used to:
- complete a research paper on priority skills for South Africa
- conduct a programme audit in FET colleges, including enrolments in programmes offered at these colleges
- conduct an infrastructure audit at the 233 sites of the 50 colleges
- develop 13 new high-level skills programmes for implementation in 2007
- carry out an IT-connectivity pilot project in KwaZulu-Natal
- compile 50 college-recapitalisation plans for 2006 to 2008.

A detailed strategy was also developed to communicate the possibilities of study at FET colleges, and to ensure that all FET colleges provide academic and other support to learners.

Recapitalisation of FET colleges is expected to:
- increase the number of students enrolled in high-quality vocational programmes
- develop high-quality modern and responsive FET programmes
- focus on the development and employment needs and opportunities related to AsgiSA.

Higher Education

The new HE landscape consists of the following institutions:
- University of the Witwatersrand
- University of Cape Town
- Rhodes University
- Stellenbosch University
- University of the Western Cape (incorporating the Dental Faculty of Stellenbosch University)
- 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 – which incorporated Vista Sebokeng Campus – and 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 technikons Pretoria, North West and Northern Gauteng)
- 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 – and 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 still to be launched by mid-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 threefold:

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

In celebration of the 30th anniversary of 16 June 1976, the Minister of Science and Technology, Mr Mosibudi Mangena, and the Minister of Education, Ms Naledi Pandor, on 28 June 2006 signed an agreement that would see their departments collaborating in facilitating and supporting the effective implementation of the National Strategy for Mathematics, Science and Technology Education, as well as the Youth into Science Strategy.

The areas of collaboration include developing educators to upgrade their knowledge and skills, enhancing learner participation and performance, identifying and nurturing talent and potential and placing and supporting learners in Higher Education and important strategic economic sectors in support of the National System of Innovation.

National Plan for Higher Education

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

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

The key proposals of the plan are that:

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

Adult Basic Education and Training

South Africa has some 4,7 million people who are totally illiterate (never attended school) and another 4,9 million adults who are functionally illiterate (left school before Grade 7). Illiteracy is highest in KwaZulu-Natal, the Eastern Cape and Limpopo. The language groups affected the most are isiZulu, isiXhosa and Sesotho sa Leboa.

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

The National Abet Board is an advisory body to the minister, and receives reports from all sectors on the progress of the MYIP.

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

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

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

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

The BFI aims to provide skills for out-of-school youth and adults in ICT and adult education. Initiatives include the development of community learning and technology centres for lifelong learning and income-generation; the development of tools to improve basic education and literacy through teacher training in selected nodal areas;

and the use of ICT for human development in areas such as health, agriculture, and HIV and AIDS prevention.

Project Literacy, a 30-year-old non-profit organisation, delivers a wide range of Abet programmes to educationally disadvantaged adults through teaching centres, educator training, curriculum development and community outreach.

In May 2006, the Minister of Education, Ms Naledi Pandor, launched the National Reading Programme. The first initiative is the provision of 100 fiction books to 5 233 primary schools in quintiles one, two, and three. The second initiative is the provision of a set of 40 titles, selected from Africa's 100 best books of the 20th century, to 751 Grade 9 schools in similar quintiles. The third initiative is the provision of 30 mobile library buses for use in areas where there are no community or public libraries.

Masifunde Sonke is another project set up by the Ministry of Education to address the challenges of illiteracy and to promote a love of reading.

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

The Democracy in the Classroom Project was launched in August 2003. It is the result of a partnership between the United Kingdom's (UK)

David Modiba of Mankweng, Limpopo, Farai Rufetu of Ekangala, Mpumalanga, and retired Eastern Cape teacher Wakeford Gova received the seventh annual Aggrey Klaaste Mathematics, Science and Technology Educator of the Year Award, which is sponsored by *Sowetan* newspaper and the Telkom Foundation.

The winners' prizes included a personal computer each and a computer centre, science laboratory and R5 000 cash for their schools.

Department for International Development (DFID), the Independent Electoral Commission of South Africa and the Abet Institute of Unisa, in collaboration with Sanli.

In 2005, over 32 000 people wrote Abet Level 4 examinations and 31 000 gained credits towards a GET certificate.

Education of learners with special education needs

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

These 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* 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 learners who experience barriers to learning, the Department of Education is field-testing inclusive education in 30 districts in the nodal areas. Between 2005 and 2009, some 30 selected ordinary primary schools are being made fully accessible and are being supplied with specialised equipment and training to become inclusive to all learners in the area who have additional support needs.

These 'full-service' schools will be seen as models of inclusive education to be replicated in all districts of the country. Learning conditions in identified special schools will be improved to ensure that all learners in the country receive quality education.

Educators will be trained and empowered to teach children with diverse learning needs. District-based support teams will be developed to provide support mainly to educators in these full-service schools.

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

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

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

Early Childhood Development

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

The Department of Education is responsible for children in grades 1 to 3 as part of compulsory schooling. One of the priorities of the department is to increase access to ECD provisioning through an accredited reception year programme as proposed in *Education White Paper 5*. This policy focuses on expanding ECD provision, correcting the imbalances of the past, ensuring equitable access and improving the quality and delivery of ECD programmes.

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

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

The medium-term goal of the department is for all children entering Grade 1 to have participated in an

accredited Grade R programme by 2010. Regarding the birth-to-age-four cohort, the Department of Education is leading the ECD Interdepartmental Committee (including the departments of health and of social development), which has developed the Birth-to-Four Integrated Plan.

The plan is closely linked to government's Expanded Public Works Programme (EPWP). In ECD, the EPWP will create employment and training opportunities by providing education and care services to young children.

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

By February 2006, 5 103 registered ECD sites were receiving subsidies, providing facilities for some 330 036 children. During 2006/07, ECD units were expected to be established in at least 30 municipalities and the numbers of subsidised sites expected to increase by 30%, while also accelerating the registration of unregistered sites in nodal areas.

By February 2006, Grade R had been introduced to about 400 000 learners in schools and community-based venues, and 4 500 ECD practitioners had been trained towards a Level 4 ECD qualification, with 3 927 of these achieving their Level 4 qualification, and the rest earning credits towards it.

According to an SACE resolution signed in 2004, all ECD practitioners with a Level 4 qualification should be recognised and registered as educators and participate in all professional development programmes.

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

District development

The department will conduct an assessment and report on district structures, systems, operations (roles and responsibilities), skills and capacities. Using this report, professional and administrative support to schools will be quantified, and norms and standards for districts, based on national and international models of good practice, will be produced. The department will develop the management and professional capacity of districts.

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

Education management and governance development

The Department of Education has also 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.

The qualification was expected to be tested from mid-2006 and to be fully implemented in 2007.

Teacher development

The department considers the development of educators, school managers and SGBs a high priority. The medium-term goals are to ensure that all teachers are qualified and to improve the overall quality of teaching and management. The department will continue reducing the number of unqualified teachers and running capacity-building programmes, including a national qualification for principals and a national professional diploma in education. An MST advanced certificate in education was introduced to reskill and train teachers so that the NCS could be introduced.

The following programmes contribute towards teacher development:

- The NCS Project aims to prepare national and provincial teams of educators who orientate teachers for the delivery of the NCS prior to the year of implementation. In 2006, 80 000 grade 8 and 9 teachers were expected to be targeted. About 4 000 provincial officials and 238 000 Foundation, Intermediate and Senior Phase (Grade 7) teachers countrywide were orientated to implement the NCS.

- The National Framework for Teacher Education aims to address historical backlogs in levels of teacher performance, as well as to improve the necessary initial and continuing professional development and support mechanisms. The finalisation of the policy and the implementation plan was expected to take place in 2006/07.
- The English second-language short course aims to equip Intermediate Phase teachers with the skills and knowledge to mediate content knowledge through the medium of English. In 2005/06, 800 educators were targeted country-wide. With the increase in budget, 1 800 teachers were expected to be targeted in 2006/07.
- The MST Project aims to improve the qualifications and skills of teachers in these subjects. An external evaluation of the MST Project and the process was conducted. Ongoing monitoring of the project will deal with the findings of the evaluation report.
- The National Professional Diploma in Education Programme aims to upgrade the qualifications of those teachers who do not meet the minimum professional-qualification requirements. Some 15 000 teachers received the diploma in three cohorts between 2002 and 2005. In 2006, some 2 000 educators were expected to be certifi-cated and 1 362 were already registered for their first year.
- In 2006, the National Teaching Awards (NTAs) were presented for the seventh year, with more than 20 000 teachers participating in this initiative. The aim for 2006 was to broaden the NTAs to award serving and retired teachers who did not previously get the recognition they deserved. The department intended linking the NTAs with the existing international teacher-exchange-and-visit programmes.

The School Register of Needs

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

The first School Register of Needs was compiled in 1996.

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

The register indicated that 7 817 schools were without water in 2000. By March 2006, 2 688 schools were without water facilities. In 2000, there were 12 257 schools without electricity. By February 2005, 5 233 schools were operating without electricity.

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

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

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

Emphasis on classroom provision has reduced classroom backlogs drastically.

By May 2006, the School Register of Needs was being updated. By 31 May 2006, 47% of the estimated 30 000 sites had been audited and 15% had been captured. A full report was expected to be released by March 2007.

School safety measures

In June 2006, the CEM approved amendments to regulations for safety measures at public schools.

These regulations focus on the safety of learners within schools' premises.

The CEM agreed to extend the safety measures to 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 insuring against accidents.
- Learners and educators who undertake a school tour are not allowed to carry drugs, alcohol or dangerous 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.
- Learners must be informed about the dangers of and safety measures regarding water, including swimming in rivers, dams and the sea.
- A public school must have an early-release procedure that allows parents or designated persons to collect learners from school early. Proof by the person designated by a parent to collect a learner should also be produced.
- An application for approval for undertaking a tour should be completed. The principal, parent accompanying learners and SGB of the applicant public school must complete this application form.

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

Regarding safety at schools, the CEM has agreed on the following:

- To provide infrastructure such as walls and fencing around schools.
- To strengthen relations between schools and the local South African Police Service.
- Provincial education departments will investigate the introduction of safety officers on site at vulnerable schools.
- The Deputy Minister of Education, Mr Enver Surty, will lead a team that will investigate the legislative process regarding random searches for drugs and weapons at schools, in line with international experiences.
- A school register will be introduced to ensure that all visitors to schools are registered.
- The CEM will explore the introduction of counselling services at schools based on the model of the Western Cape Department of Education.
- The Department of Education will identify specific problem schools and report to the council.
- In consultation with Business Against Crime, the Department of Education will investigate the use of closed-circuit television in schools. This will also include installing floodlights around schools.

Human Resource Development Strategy

In April 2001, the ministries of education and of labour jointly launched the HRD Strategy for South Africa, entitled *A Nation at Work for a Better Life for All.* The strategy is underpinned by a set of institutional arrangements, including sector education and training authorities (Setas), and the general reshaping of FET and HE to meet the HRD needs of the country.

The strategy ensures that integrated HRD planning and implementation is monitored at national, regional and sectoral level. Progress is measured against approved indicators.

The key mission of the strategy is to maximise the potential of people in South Africa through the acquisition of knowledge and skills. It also seeks to introduce an operational plan and the necessary arrangements to ensure that everyone is productive and works competitively to improve their quality of life.

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

HIV and AIDS

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 ensures 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 aimed at educators, SGBs and district officials.

A R144-million grant was allocated for the implementation of life skills and HIV and AIDS-awareness programmes across all learning areas in the school curriculum, to ensure access to an

integrated system of prevention, care and support for children infected and affected by HIV and AIDS; and deliver life skills, sexuality and HIV and AIDS-education programmes in schools. For this purpose, 600 master trainers were expected to receive training and 25 000 educators were likely to be trained to integrate the programmes across all learning areas.

Partnerships, international relations and funding

Central to the education policy framework is the contention that a high-quality education sector cannot be built by government alone. It depends on creative and dynamic partnerships between the public sector, civil society and international partners.

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

The educational portal, *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.

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

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

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

The success of key national initiatives (including Sanli) relies largely on partnerships with the private and non-governmental organisation (NGO) sectors.

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

Teacher unions

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

A labour-relations framework has been agreed to jointly by the Ministry of Education and the unions. This encompasses both traditional areas of negotiation, and issues of professional concern, including pedagogy and quality-improvement strategies.

Non-governmental organisations

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

The international community

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

Development co-operation partners such as the Australian Agency for International Development, Flanders, France, Germany, Italy, Japan International Co-operation Agency, the Swiss Agency for Development and Co-operation, the

Danish Agency for Development Assistance, USAid, the Sweden International Development Agency, the Canadian International Development Agency, the UK's DFID, 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.

In 2005, the Netherlands gave the Department of Education a grant of R213 million over a four-year period to help empower teachers.

The grant was also expected to be spent on the NTAs, the development of the National Framework for Teacher Education, as well as support material for educators to implement the RNCS.

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

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

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

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

The department has a strong collaborative relationship with the UN Educational, Scientific and Cultural Organisation. A key initiative of the collaboration is the development of national Education for All (EFA) action plans. As part of regional consultations on 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, special libraries, government libraries and HE libraries.

By mid-2003, South Africa had more than 11 373 libraries, with 77 HE libraries, 9 416 school libraries, 79 government departmental libraries, one national library with two branches, and 1 800 public libraries provided by provincial and local government (library services and metro libraries).

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

The approximately 1 800 public libraries in the country have to provide services to a total population of about 47,4 million.

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.

In March 2006, the United Nations Educational, Scientific and Cultural Organisation (Unesco) and the universities of KwaZulu-Natal, Limpopo and Fort Hare partnered to implement the Integrated Sustainable Community Initiative (ISCI) Project worth over R1 million.

The project is funded from the Japanese Fund in Trust for Capacity-Building of Human Resources. The ISCI addresses three closely interrelated issues: low levels of literacy; the prevalence of HIV and AIDS, and threats to human rights, which are all areas of priority within Unesco.

By targeting these three issues, the project hopes to contribute to the Education for All goals, poverty-reduction efforts in South Africa, and the achievement of the millennium development goals. The project will be implemented in the Eastern Cape, KwaZulu-Natal and Limpopo.

The project is expected to contribute to improving the living conditions in the communities involved by enhancing their quality of life, building greater capacity to improve their livelihoods, increasing their ability to participate and intervene in public and social life, and creating greater awareness of human rights.

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

The National Library of South Africa was constituted in 1999, in terms of the National Library of South Africa 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 National Library of South Africa is a custodian and provider of the nation's key knowledge resources. It is mandated by the National Library of South Africa 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 future research.

The National Library's collections contain 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 National Library of South Africa are to build a complete 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; and 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 National Library of South Africa 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, formerly the Natal Society Library, in Pietermaritzburg.

The Legal Deposit Act, 1997 also provides for the establishment of official publications depositories (OPDs). The first OPD is at the Constitutional Court Library and the second one 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 interlibrary loan requests. Pressures 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 5: *Arts and culture.*)

Acknowledgements

Suggested reading

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

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

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

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

Chatry-Komarek, M. *Literacy at Stake: Teaching Reading and Writing in South African Schools*. Windhoek: Gamsberg Macmillan, 2003.

Chaya, H. *Prophets and Profits: Managerialism and the Restructuring of Jewish Schools in South Africa*. Cape Town: HSRC, 2005.

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

Chisholm, L. ed. *Changing Class: Education and Social Change in Post-Apartheid South Africa*. Cape Town: HSRC, 2004.

Chisholm, L and September, J. eds *Gender Equity in South African Education 1994 – 2004. Perspectives from Research, Government and Unions: Conference Proceedings.* Cape Town. HSRC Press, 2005.

Closser, M. *et al. Settling for Less: Student Aspirations and Higher Education Realities*. Cape Town: HSRC, 2004.

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

Du Toit, CW and Kruger, JS. eds. *Multireligious Education in South Africa.* Pretoria: 1998.

Emerging Voices: Report on Education in South African Rural Communities. Cape Town: HSRC, 2005.

Every Step of the Way: The Journey to Freedom in South Africa. Cape Town: HSRC, 2004. Commissioned by the Ministry of Education to commemorate 10 years of freedom in education.

Fiske, E and Ladd, H. *Elusive Equity: Education Reform in Post-Apartheid South Africa*. Cape Town: HSRC, 2005.

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

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

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

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

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

Health of Our Educators: A Focus on HIV/AIDS in South African Public Schools, edited by O Chisana *et al*. Cape Town: HSRC, 2005.

Heystek, J, Roos, C and Middlewood, D. *Human Resource Management in Education*. Johannesburg: Heinemann, 2005.

HIV Risk Exposure Among Young Children: A Study of 2- to 9-Year-Olds Served by Public Health Facilities in the Free State, *South Africa*, edited by O Chisana *et al*.

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

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

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

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

Mabizela, M. *The Business of Higher Education: A Study of Public-Private Partnerships in the Provision of Higher Education in South Africa*. Cape Town: HSRC, 2005.

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

McKinney, C. *Textbooks for Diverse Learners: A Critical Analysis of Learning Materials used in South African Schools*. Cape Town: HSRC Press, 2005.

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

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

Mqota, V. *Education and Democracy: A View from Soweto*. New York: Mqota Publishers, 2004.

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

Nelson, D. ed. *A – Z of Careers: The South African Career Encyclopaedia*. Cape Town, 2004.

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

Nieman, MM and Monyai, RB. eds. *Educator as a Mediator of Learning*. Pretoria: Van Schaik, 2006.

Nkomo, M. ed. *et al. Reflections on School Integration: Colloquium Proceedings*. Pretoria: HSRC, 2004.

Phurkutse, MC. *Factors Affecting Teaching and Learning in South African Public Schools*. Cape Town: HSRC, 2005.

Potterton, M. *et al. Together Now: Implementing Inclusive Education*. Johannesburg: CIE, 2005.

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

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

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

Seepe, S. ed. *Towards an African Identity of Higher Education*. Pretoria: Vista University, 2004.

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

Simbayi, L. ed. *et al. Workplace Policies in Public Education: A Review Focusing on HIV/AIDS.* Cape Town: HSRC, 2005.

Simkins, C and Paterson A. *Learner Performance in South Africa: Social and Economic Determinants of Success in Language and Mathematics*. Cape Town: HSRC, 2005.

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

Taylor, N. *Getting Schools Working: Research and Systemic School Reform in South Africa*. Cape Town: Maskew Miller Longman, 2003.

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