



EDUCATION

SOUTH AFRICA
YEARBOOK

2010/11

Government places education and skills development at the centre of its policies and education spending remains government's largest expenditure item.

In February 2010, President Jacob Zuma announced new measures to boost the country's education system. From 2010, all grade three, six and nine learners write literacy and numeracy tests that are independently moderated. Government aims to increase the pass rate for these tests from between 35% and 40% to at least 60% by 2014.

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

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 schools by 2014, by increasing the number of no-fee schools, while widening feeding schemes. There is also a drive to ensure that teachers are in class and teaching for the allocated school time.

In 2009, there were 12 million learners who were being taught by 386 587 teachers in 24 693 public schools; 386 098 learners being taught by 24 557 teachers in 1 174 private schools; 646 491 learners enrolled in 13 736 early childhood development (ECD) programmes; 620 223 children in Grade 0; and 5,2 million learners in 14 029 schools where no school fees were charged.

In 2010, the national Grade 12 pass rate was 67,8% an increase of 7,2% on the previous year.

Policy

Education policy is informed by the following legislation:

- The National Education Policy Act, 1996 (Act 27 of 1996), identifies the policy and legislative and monitoring responsibilities of the ministers of education, and formalises relations between national and provincial authorities. The Act embodies the principle of cooperative governance.
- The South African Schools Act, 1996 (Act 84 of 1996), promotes access, quality and democratic governance in the schooling system. It makes schooling

compulsory for children aged seven to 15 years, or learners reaching Grade Nine, whichever occurs first. It also provides for two types of schools – independent schools and public schools. The Act's provision for democratic school governance through school-governing bodies (SGBs) is in place in public schools countrywide.

- The Further Education and Training (FET) Colleges Act, 2006 (Act 16 of 2006), provides for the establishment, governance and funding of public FET colleges, the employment of staff (excluding the principal and deputy principal) at public FET colleges, the registration of private FET colleges and general provisions for the running of such colleges. The Act is in line with the *Education White Paper 4 on FET* (1998).
- The Higher Education (HE) Act, 1997 provides for a unified and national system of HE and for the establishment, governance and funding of public HE institutions, the registration of private HE institutions and general provisions regarding such institutions. The Act, the *Education White Paper 3 on HE* (1997) and the National Plan for HE form the basis for the transformation of the HE sector.
- The Employment of Educators Act (EEA), 1998 (Act 76 of 1998), regulates the professional, moral and ethical responsibilities and competencies of educators. The EEA, 1998 also stipulates who the employer of educators is, how educators are employed and who determines their conditions of service. It also provides for an incapacity code, procedures for poor work performance and a disciplinary code and procedures for dealing with misconduct.
- The Adult Basic Education and Training (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.

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The Bill of Rights, contained in the Constitution, 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.

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In March 2010, learning and teaching packs for Grade R teachers were distributed to all 13 900 schools that offer Grade R. These packs included lesson plans for literacy, numeracy and life skills, learners' workbooks and resource books, as well as posters and story books. These were expected to enrich the Grade R classroom and consolidate the learning experience of Grade R learners.

- The goal of the *White Paper on E-Education* (2003) is that all teachers, learners, managers and administrators will be information and communication technology (ICT)-capable by 2013. Guidelines for teacher development identified three categories of professional development, namely:
 - basic ICT competencies
 - integration of ICT into teaching and learning
 - specialisation and innovation in ICT in education.

The purpose of the Higher Education Laws Amendment Bill, 2010, is to amend the HE Act, 1997, as well as certain definitions, to:

- ensure that all HE programmes offered in South Africa by a foreign juristic person are registered on the National Qualifications Framework (NQF)
- provide for the appointment of the chief executive officer of the Quality Council for Trades and Occupations (QCTO) and for the transfer to and appointment of staff to the QCTO
- further regulate the composition of the QCTO
- amend the application of the Act
- stipulate that all qualifications offered in South Africa should be registered on the NQF

The purpose of the Skills Development Levies Bill, 2010, is to:

- amend the Skills Development Levies Act, 1999 (Act 9 Of 1999), and amend the definitions of "Director-General" and "Minister"; and to provide for matters connected therewith.

The purpose of the HE Laws and Training Bill is to amend the Abet Act, 2000, and to amend certain definitions to:

- provide for the employment of educators at public centres by inserting provisions in the Act with regard to employers of educators, salaries and other conditions of service of educators, the educator establishment, powers of employers, appointments and the filling of posts, the transfer, secondment, retirement and discharge of educators, incapacity and

misconduct and the performance of other work by educators

- provide for transitional arrangements with regard to public centres
- provide for the determination of national education policy for public centres, for directive principles of national education policy, for consultation on policy and legislation, for the publication of national education policy and for the monitoring and evaluation of adult education and training
- provide for quality assurance in respect of the qualifications offered by public and private centres
- provide for the determination of national education policy for colleges, for directive principles of national education policy, for consultation on policy and legislation, for the publication of national education policy and for the monitoring and evaluation of FET
- provide for the Council of Education Ministers (CEM) and the Heads of Education Departments Committee (Hedcom) and for their administrative functions
- provide for transitional arrangements with regard to colleges
- provide for quality assurance in respect of the qualifications offered by colleges.

Funding

The departments of basic education and higher education and training received a budget allocation of R165 billion for 2010/11, representing an increase of R17 billion compared with 2009/10.

From 2011, R750 million will be made available to the Department of Basic Education for the roll out of numeracy workbooks in all 11 official languages in grades three, six and nine. An annual amount of R10 million is being provided for national assessments of literacy and numeracy for these grades. FET colleges will receive R12 billion and a further R1,3 billion has been set aside to improve salaries of educators in the sector over the next three years.

Allocations to HE institutions grew from R7,1 billion in 2001/02 to R15,3 billion in 2010/11.

An additional R1 billion will be provided over the 2011 to 2013 period to increase subsidies to universities, while R5,6 billion will go to the National Student Financial Aid Scheme (NSFAS).

Spending by provincial education departments is also expected to grow by 8,1% a year to R162 billion over the next three

years to ensure the system responds to the educational needs of all learners.

The budget allocated for the recapitalisation of technical schools is as follows: 2009/10: R4,6 million; 2010/11: R80 million; and 2011/12: R200 million.

During the 2010/11 financial year, funding was set aside to educate the public on the NQF, to ensure that the wider public, especially people living in rural areas and the poorest communities, fully understand how the NQF benefits them.

In 2010/11, an amount of R431 million was allocated for teaching development grants to universities. The purpose of the grants was to improve graduate outputs. A further R185 million was allocated for foundation provision.

A total of R5,5 billion in infrastructure funds was allocated to universities for the 2010/11 and 2011/12 financial years.

For the 2010/11 financial year, the overall budget for the Department of Basic Education increased by R2,23 billion to R6,166 billion.

Additional funds were granted for the following priorities:

- the National School Nutrition Programme (NSNP) Conditional Grant increased from 2009/10 to cater for implementation of school feeding in quintile two secondary schools
- the National Education and Evaluation and Development Unit (NEEDU) received R11,031 million
- Funza Lushaka bursaries, aimed to enable students to complete a full teaching qualification in an area of national priority, increased to R424 million in 2010/11 and will reach R471,9 million in 2012/13
- allocations to the Kha Ri Gude illiteracy programme increased from R468 million in 2010/11 to more than R520 million in 2012/13.

National and provincial departments of education

The national departments share a concurrent role with the provincial departments of education for school education, Abet, ECD and FET colleges.

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 role of the national departments is to translate the education and training policies of government and the provisions of the

Constitution into a national education policy and legislative framework.

Basic education

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 is expected to increase from 105 000 to 175 000
- the number of Grade 12 learners who pass Mathematics and Physical Science is expected to 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 national assessments for Language and Mathematics (or Numeracy) is expected to improve from between 27% and 38% to at least 60%.

National Education Evaluation and Development Unit

The National Education Policy Act, 1996, compels the minister and the Department of Basic Education to monitor and report on the implementation of education policies as well as progress of the system.

NEEDU is dedicated to purposes of monitoring, evaluation and support. It is expected to evaluate school quality and present regular reports on such quality. Its role will be to assess and develop strategies for improving the quality of educational outcomes and support schools to achieve these outcomes. It will monitor and evaluate performance across the entire system.

General Education and Training (GET)

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

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During June and July 2010, 20 pupils represented the country at the Global Young Leaders Conference in Washington DC under the theme: *Nations' Interdependence in World Trade and Economics*. Delegates to the conference were chosen based on academic excellence and intellectual aptitude.

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

Adult Basic Education and Training

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

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

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

One such programme, the Kha Ri Gude Mass Literacy Campaign, was launched in February 2008, with the intention of enabling 4,7 million adults over the age of 15 years to become literate and numerate in one of the 11 official languages.

Achieving this goal will enable South Africa to reach its United Nations: Education For All commitment made in Dakar in 2000 – that of halving the country's illiteracy rates by 2015.

Initiated and managed by the Department of Basic Education, Kha Ri Gude delivers across all nine provinces in a massive logistical outreach. The campaign enables adult learners to read, write and calculate in their mother tongue in line with the unit standards for Abet Level One, and also to learn spoken English. The specifically designed campaign material teaches reading, writing and numeracy, and integrates themes and life

skills such as health, gender, the environment and civic education. These materials have been adapted for use in Braille in all 11 languages, and for use by the hearing impaired.

Kha Ri Gude provides visually impaired learners with a range of assistive devices including braillette boards and Perkins Braille for use in class. Learner packs for the blind include a full set of material in Braille and a talking calculator. The large-scale printing of Braille material is made possible by Kha Ri Gude owning one of the two high-bulk printers available in South Africa.

The campaign makes specific efforts to target vulnerable groups. Some 80% of the learners are women, 8% are disabled, 25% are youth and 20% are above the age of 60. Kha Ri Gude is available at no cost to adults who have little or no education. Learners are required to commit themselves to attending classes for 240 hours. To ensure that learners fulfil this commitment, classes are held in communities, at times that are convenient to the learners, and take place in homes, churches, community centres and prisons. These learning groups play a significant role in community social cohesion. By the end of 2009, South Africa had achieved an additional one million newly literate people.

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

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

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

Early Childhood Development

ECD is an "umbrella term" or a general classification that refers to the process by which children from ages birth to nine grow and flourish socially, physically, mentally, emotionally, spiritually and morally.

One of the priorities of the department is to increase access to ECD provisioning through an accredited reception-year programme as proposed in *Education White Paper 5* (2001).

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

The department's target is that, by 2014, all children should have participated in a Grade R programme before entering Grade One and at least 37% of children from birth to five years should have participated in an ECD programme.

In 2009, more than 785 000 learners had access to a Grade R programme.

Comprehensive early-childhood care and education include a variety of health, social services and education programmes, brought together in the National Integrated Plan for ECD. The plan includes primary healthcare services, birth registration, child support grants, and early stimulation offered at home, in community programmes, or at ECD centres. The Department of Social Development coordinates the activities of the three partner departments, namely social development, health and basic education. The integrated plan includes the development of national early learning standards, the training of ECD practitioners, which is part of government's employment-creating Expanded Public Works Programme, and the development of national norms and standards for Grade R funding.

In 2009, 2 514 new ECD centres were registered. Of these, 1 385 centres are based in rural areas. This is part of government's plan to expedite rural development.

By March 2010, there were 16 250 registered ECD sites in total. Some 719 194 children benefited, including 432 727 children who were subsidised by government.

The Department of Social Development is the lead government department for services to children under the age of four years. In terms of the Children's Act, 2005 (Act 38 of 2005), it is the department's responsibility to manage the registration of ECD sites, monitor the functionality and their impact, as well as to provide a subsidy for those children where a need exists.

Education of learners with special needs

In July 2001, the then Department of Education gazetted *White Paper 6, Special Needs Education: Building an Inclusive Education*

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Over the past 16 years, government has doubled its investment in education. Access to primary and secondary schooling has reached near universal enrolment figures. A total of 98% of children from seven to 15 years are enrolled in schools; 88% are six-year-olds, and 70% are children aged four and five in early childhood development centres.

and Training System. This white paper provided strategies for developing an inclusive system and for increasing access to quality education for children experiencing barriers to learning.

The department's approach to inclusive education is geared to promote the democratic values enshrined in the Constitution.

Statistics for 2009 show that there were 124 535 learners with disabilities in ordinary schools and 111 619 learners with disabilities in special schools.

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

These factors include:

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

In 2008, as part of the inclusive education field test, the then Department of Education conducted a situational analysis to assess the needs of special schools and full-service schools. A total of 33 sampled special schools and four full-service schools across the country were visited.

Flowing from the findings of the analysis, between July and December 2009, the department rolled out a tender to procure and supply assistive devices to 10 of the 37 schools visited.

Through this tender:

- R9 million worth of assistive devices, material resources and assistive technology were supplied to the 10 selected schools (seven special and three full-service schools)

- learners with physical disabilities were fitted with appropriate and customised wheelchairs
- 80 desktop computers were supplied to the schools for learners with visual impairment, as well as ICT equipment to mitigate the effects of visual loss, such as computers with relevant software, desktop magnifiers and Perkins Braille
- devices and therapy packs for hearing-impaired learners were supplied
- between January and March 2010, 23 of the 37 schools received a further two computers each
- a plan for procuring prescribed textbooks in Braille and large-print copies for blind and partially sighted learners has been drawn up for 2010/11.

Higher Education and Training

The bringing together of HE institutions, FET colleges, Abet and the skills development sector into a single Department of Higher Education and Training provides a powerful basis for addressing education and training in an integrated way.

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 framework of the Human Resource Development Strategy for South Africa (HRDSA).

The HE budget for 2010/11 was R8,4 billion. Universities received R17,5 billion and R3,8 billion was allocated to FET colleges.

In 2010, 98% of the HE budget was allocated for transfer to institutions.

The HE landscape consists of the following institutions:

- University of the Witwatersrand
- University of Cape Town
- Rhodes University
- Stellenbosch University
- University of the Western Cape
- University of Zululand
- University of Venda



The Higher Education (HE) Stakeholder Summit in April 2010 provided a historic national platform for all those engaged in HE, including managers, academics, students, workers, business and non-governmental organisations, to explore challenges of transformation and the role of HE in national development. This included discussions of the *Soudien Report on Racism* and other forms of discrimination in universities.

- University of the Free State
- North West University
- University of Pretoria
- University of KwaZulu-Natal
- University of South Africa (Unisa)
- Tshwane University of Technology
- Durban Institute of Technology
- Central University of Technology, Free State
- Mangosuthu Technikon
- University of Johannesburg
- University of Limpopo
- Nelson Mandela Metropolitan University
- Walter Sisulu University
- University of Fort Hare
- Cape Peninsula University of Technology
- Northern Cape Institute of HE
- Mpumalanga Institute of HE
- 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 (Act 101 of 1997).

Transformation of universities

In 2010, the university sector implemented targeted transformational interventions. The Department of Higher Education and Training also drafted the terms of reference for the appointment of a task team to review the funding framework of universities in South Africa. This review also focused on the special situation of historically disadvantaged universities, student fees and infrastructure needs.

During 2010, a ministerial task team studied university student housing and assessed the system's need for additional accommodation, the quality of existing facilities and options for the financing of new student housing.

The State is the major investor in knowledge production and innovation, and this capacity is located mainly in the universities. Together with the Department of Science and Technology, the department developed models to address the effectiveness of teaching and learning, the qualifications and research culture of the teaching staff, and institutional practices supporting research and scholarship.

Work towards the establishment of universities in Mpumalanga and the Northern Cape continued in 2010/11.

The department is expected to produce a Green Paper to survey the higher education and training landscape, and recommend policy and legislative changes needed to support the strategic objectives.

In 2010, the Minister of Higher Education and Training, Dr Blade Nzimande, established a ministerial panel to advise him on the teaching, research and development of African languages at universities, as part of the development of these languages in the education and training system and society as a whole.

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, has developed a strategy to increase the ratio of young people that 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 the public colleges and less than 100 000 in private colleges.

The operation of private institutions without registration was outlawed in June 2005 but many unregistered colleges continue to operate and attract thousands of students every year.

Since 2005, the department has received more than 935 applications for registration as FET colleges across all the provinces. Gauteng, KwaZulu-Natal and Western Cape account for 464, 175 and 134 respectively, while the other six provinces constitute the remaining 163 applications.

The Department of Higher Education and Training will continue to work closely with law-enforcement agencies, including the

South African Police Service, by providing them with information that they may require for purposes of investigation and prosecution of any private institutions that may be contravening the laws that regulate private FET colleges.

Statutory bodies Council of Education Ministers

The CEM, consisting of the Minister of Basic Education, the Minister of HE and Training 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 coordinate action on matters of mutual interest.

During 2009/10, the department focused on the issue of rural schools and the challenges that teachers and students in these areas face. In June 2009, the CEM established a cluster on rural development, infrastructure and budgetary aspects. The cluster was tasked to develop an integrated national implementation strategy for the advancement of quality education and promotion of access to education at rural and farm schools.

Heads of Education Departments Committee

Hedcom consists of the Director-General of the Department of Basic Education, the deputy directors-general of the department and the heads of provincial departments of education.

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



In 2009, Umalusi and Higher Education South Africa conducted research that evaluated the National Senior Certificate (NSC) in relation to international qualifications such as the Cambridge International Examinations and the International Baccalaureate Organisation. In comparison, the NSC is a good and solid qualification. The aim of the report was to establish whether South African qualifications were comparable to international qualifications, and the minimum requirements for university admission.

National Board for Further Education and Training (NBFET)

The NBFET provides the minister with independent and strategic advice on matters relating to the transformation of FET. It was launched in June 1999 in terms of the National Education Policy Act, 1996. 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 serves the public education sector. It is a statutory council and draws authority from the Labour Relations Act, 1995 (Act 66 of 1995).

The ELRC prevents disputes from arising within the public education sector. This is achieved through facilitating the process of collective bargaining between educator unions and the department. Disputes that arise are generally resolved through the processes of conciliation and arbitration. While the bargaining council is guided by its own constitution in resolving disputes, the framework for this is governed by South Africa's labour legislations.

National Student Financial Aid Scheme

In March 2010, Dr Nzimande released the Ministerial Committee Review of the NSFAS. The review was prompted by several challenges related to the goals of access and affordability.

The committee made a number of recommendations, which include:

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The Science and Mathematics at Stellenbosch University Programme (SciMathUS) is designed to help matriculants from historically disadvantaged backgrounds who had fared badly in their final exams but had shown potential in these disciplines to improve their marks. For a year, experienced tutors drill SciMathUS pupils. Since its inception in 2001, the SciMathUS programme has prepared 11 students for medicine and six for physiotherapy. Many other SciMathUS students have become health professionals in other fields. In 2008, the programme accepted 62 students who had an average of 42% for Mathematics in Grade 12. When they rewrote their exams at the end of the year, they averaged 73%.

- developing a comprehensive policy framework to articulate the detail of the national policy imperative of progressively providing free higher and further education to the poor
- strengthening the governance and administration of the NSFAS
- simplifying the means test as well as the institutional allocation formula
- reviewing the NSFAS loan-recovery practices
- reviewing the funding of HE and the link to the rising cost of study at institutions
- reviewing the inter-relationship between access, affordability and success
- auditing the NSFAS loan book
- making practices of loan recovery compliant with legislation and the Constitution.

Quality assurance Umalusi

Umalusi is a statutory organisation which sets and monitors standards for general and further education and training in South Africa with the purpose of continually enhancing the quality of education and training.

- Umalusi's key functions are:
 - evaluating qualifications and curricula to ensure that they are of the expected standard
 - moderating assessment to ensure that it is fair, valid and reliable
 - conducting research to ensure educational quality
 - accrediting educational- and assessment-providers
 - certifying learner attainments.

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

Quality Council for Trades and Occupations

The QCTO, which was launched in February 2010, has the mandate to address the quality of the training in and for the workplace, and to ensure that such training and knowledge is accredited and certificated, including proper recognition of prior learning. The National Artisan Moderating Body will be established under the QCTO's umbrella.

The QCTO is expected to bring the needs of industry closer to the education and

training system. This is an effort to meet the aspirations of youth and adults and to ensure that education, training and skills-development initiatives respond adequately to the country's social and economic needs. It will ensure that qualifications are not only linked to labour-market needs but also build on qualifications from other institutions. More learners from HE and FET institutions need to proceed seamlessly to the skills-development system and the workplace, with easy pathways across the different learning sites.

To achieve this, the QCTO is expected to work closely with the South African Qualifications Authority (Saqa), Umalusi and the Council on HE.

The QCTO plays the role of developing and sustaining public confidence in the quality assurance of skills development.

South African Qualifications Authority

Saqa is a statutory body and through the NQF, ensures that South African qualifications are of excellent quality, and internationally comparable.

The authority's role is to:

- advance the objectives of the NQF
- oversee further development of the NQF
- coordinate the subframeworks.

With respect to professional bodies, Saqa has to:

- develop and implement policy and criteria for recognising a professional body and registering a professional designation after consultation with statutory and non-statutory bodies of expert practitioners in occupation fields and with the qualification councils
- recognise a professional body and register its professional designation if the relevant criteria have been met.

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

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

It includes information on learner achievements and accredited providers, uploaded from education and training quality-assurance bodies (ETQAs), as well as the full contents of all qualifications and unit standards registered on the NQF. The NLRD is

the first system in the world to contain all of these elements in one relational database.

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

These performance audits ensure, among other things, that all the accredited providers of registered qualifications are monitored and audited by accredited ETQAs.

In July 2010, Saqa launched a career-advice helpline to equip learners with information to navigate work and study paths. The helpline enables learners to increase their employability and manage their own career development as well as providing a resource for career advisers. The department allocated an amount of R100 million for the project, and the money will be spent over a three-year period. The helpline number is: 086 0111 673.

Council on Higher Education

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

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

Standard-setting has been added as a core function of the CHE.

South African Council for Educators (SACE)

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

The council's functions are to:

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

Educators are required to register with SACE before they are employed by any authority. The SACE has a register of about 500 000 educators.

In 2009/10, the council registered 28 723 educators.

The council has strengthened entry requirements by checking the “professional standing” of applicants.

The council has a number of programmes that promote the development of educators and enhance the status and image of the teaching profession. These include, among other things, the Professional Development Portfolio Project that aims to encourage educators to reflect on their practice and to take responsibility for their own professional development; teacher education and development research activities; setting up the Continuing Professional Teacher Development (CPTD) system; and celebrating World Teachers’ Day to acknowledge the work of educators.

The ethics function ensures that educators adhere to the SACE Code of Professional Ethics.

The continuing professional teacher-development system recognises professional development undertaken by teachers on their own initiative. In 2010, the system was tested in 144 schools nationwide over 18 months and is expected to roll out to the profession in 2011.

Higher Education South Africa

Hesa was formed on 9 May 2005, as the successor to the two statutory representative

organisations for universities and technikons (now universities of technology), namely, the South African Universities Vice-Chancellors Association (SAUVCA) and the Committee of Technikon Principals. The launch of Hesa was in part driven by the restructuring of the HE sector, which resulted in the establishment of new institutional types, but also by the need for a strong, unified body of leadership. Hesa represents all 23 public universities and universities of technology in South Africa and is a Section 21 company.

In accordance with its mandate to strengthen research and innovation in HE, Hesa hosted a Research and Innovation Conference in March 2010. Under the theme, *Strengthening Collaboration between Higher Education, Government and Industry for Research and Innovation*, the conference brought together senior government ministers, directors-general, a wide range of research and innovation scholars, HE leadership, business leadership, advisory, research and innovation councils, to outline a vision and chart an agenda for research and innovation in South Africa.

Policy developments and programmes 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 Education Laws Amendment Act, 2005 (Act 24 of 2005), provided the legal foundation for introducing no-fee schools in 2007.

By 2010, no-fee schools made up 66% of the country’s public schooling system. The schools receive a government subsidy of R640 to R855 per child 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.

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

QIDS-UP is a five-year special intervention programme that prioritises 15 000 primary schools serving the poorest communities. The focus of the programme is to improve the schools’ infrastructure, supply curriculum

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In May 2010, a survey designed to measure specific features of the living conditions of South African households found that the uptake of educational services and opportunities had improved.

Increased fiscal support for education reflected positively on the percentage of learners who did not pay education fees. In 2009, 44,5% of learners did not pay fees compared to 2002’s 0,7%.

According to the annual survey, among people of 20 years and older the percentage of those with a matric certificate as their highest level of education rose from 2002’s 21,5% to 26,1% in 2009.

Additionally, the percentage of people in this age group with tertiary qualifications also increased from 9,2% to 10,9%. Functional illiteracy rates declined from 27,9% to 19,7% in Gauteng, Western Cape, Eastern Cape, Free State and KwaZulu-Natal. Limpopo, Mpumalanga, North West and the Northern Cape remain the provinces with the highest illiteracy rates.

Generally, 30% of children aged 0 to four years, were found to be attending early childhood development institutions.

resources and provide teacher and school management support towards improving learning outcomes. The programme also seeks to address the impact of poverty in schools.

In 2009/10, 12 000 schools were supported through the programme and 1 000 additional schools were targeted for support in 2010.

Curriculum

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 Outcomes-Based Education system will be revised, improved and renamed as Schooling 2025.

The Department of Basic Education is finalising a comprehensive turnaround plan for teaching in schools called: *Action Plan 2014: Towards the Realisation of Schooling 2025*.

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.

In 2008, the then Department of Education conducted a research study, which showed that only 38% of learners could read and count by the time they were eight years old. One of the main aims of the Schooling 2025 curriculum is to improve learners' literacy and numeracy. To make this possible, standard lesson plans to improve literacy and numeracy have been developed for grades one to six.

From 2011, learners' end-of-year results will be 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
- 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.

One of the key priorities of Schooling 2025 is to develop and distribute learning and teaching material, especially learner workbooks. The Department of Basic Education has a plan in place to develop workbooks for grades one to six.

The development of the workbooks will be done by the department with the help of a team of curriculum experts, material developers and translators. Workbooks will be distributed to more than 6 000 000 learners and 180 000 teachers in about 20 000 schools. They were expected to be available for use in all schools by 2011.

School-admission policy

The Education Laws Amendment Act, 2002 set the age of admission to Grade One as the year in which the child turns seven. However, the school-going age of Grade One has been changed to age five if children turn six on or before 30 June in their Grade One year.

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

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

National School Nutrition Programme (NSNP)

The 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.

In 2009/10, the programme reached 7 125 273 learners in the 20 345 schools nationally that provide learners with cooked meals five days a week. Some R83 147 million was transferred to provincial departments to procure equipment to extend the programme to quintile two secondary schools by April 2010.

For the 2010/11 financial year, the programme strengthened monitoring, research, programme advocacy and partnerships to ensure learners' access to quality meals.

National Strategy for Mathematics, Science and Technology (MST) Education

In 2005, the then Department of Education introduced the National Strategy for MST Education to increase the number of learners passing high-level Mathematics. The strategy was built around 500 schools nationally, called Dinaledi schools. The schools were specifically targeted and supported to enhance learner performance in Mathematics and Physical Science.

The Dinaledi Schools Project is just one of many initiatives to improve learning outcomes in schools. The 500 Dinaledi schools continue to demonstrate that learners can perform well above the national average with the necessary focus and support. In 2009, 52 779 learners passed Mathematics with a mark of 50% and above. Of the 52 779, 12 213 (23,7%) learners came from Dinaledi schools, which make up just under 9% of the 6 000 high schools. This was done by providing each learner with a calculator and text book, providing teacher support in terms of content knowledge, and providing extra tuition and additional learner resource material.

Safety and enrichment

The Department of Basic Education is committed to ensuring learner participation in sport, arts, culture and music activities. The department is collaborating with Sport

and Recreation South Africa (SRSA) in the coordination and management of national programmes that promote mass participation and competitive school sport.

In 2009, the department drafted a school sport policy to ensure that each school offers at least two or more sporting codes. Schools generally have a combination of sport facilities for the following codes: soccer/rugby, netball, hockey, tennis, athletics, cricket and swimming.

The department coordinates and strengthens the delivery of national extramural/extracurricular school-enrichment programmes, not only to promote mass participation in sport by young people, but also to enhance social transformation and cohesion.

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

Business Against Crime and the Centre for Justice and Crime Prevention (CJCP) focus on eliminating crime and violence in schools. The department, in partnership with the United Nations Children's Fund (Unicef) and SuperSport, are implementing a Sport for Development pilot programme in nine school communities affected by increasing levels of crime, violence and vandalism.

Since 2007, the department, has intensified efforts to ensure that all schools are safe and secure for both learners and teachers. The following measures were introduced and implemented:

- the CJCP was appointed by the department and Unicef to conduct a baseline audit to collect information to guide the design and implementation of operational plans to support provinces in curbing crime and violence
- the department identified 585 schools (65 schools per province) presenting with high levels of crime and violence, and from these one school per province was identified to become part of a ministerial pilot project to create safe, caring and child-friendly schools
- interventions were designed and implemented to meet the specific safety needs of the nine identified schools.

Although the initial focus is on the nine ministerial schools, it is envisaged that provinces will roll out this programme to cover more schools.



In tribute to Nelson Mandela's commitment to human rights, education and youth development, the Department of Higher Education and Training has launched a ministerial flagship programme on career guidance, particularly targeting learners in rural areas.

The aim of the Nelson Mandela Career Guidance Campaign is to mobilise people in the higher education and training sector as well as other professionals to assist high school learners with information on universities and colleges, course programmes, financial aid, bursary schemes and training opportunities. Information and guidance about the range of post-school opportunities help learners to better prepare for life after school, and lead to fewer school drop-outs and improved employment prospects.

The Department of Higher Education and Training has partnered with a range of government organisations and institutions, including the South African Qualifications Authority, a number of sector education and training authorities, colleges, universities and professional organisations.

South African Schools Football World Cup Partnership

The Department of Basic Education, in partnership with SRSA, the Department of Arts and Culture, the 2010 FIFA organising committee and Adidas, initiated the My 2010 School Adventure.

My 2010 School Adventure included an internal soccer competition between provinces in May 2010; a soccer tournament with learners from the other participating African countries; and an Art and Creative Writing Competition.

Learners and educators whose entries were selected became Ke Nako Achievers, proceeded to the national finals, and stood a chance to attend 2010 FIFA World Cup™ matches and to win other exciting prizes.

Health promotion

The Department of Basic Education is committed to health promotion in South Africa's schools. School Health Week was held in March 2010. Grade One learners in quintile one schools within the 18 priority health districts were screened for vision, immunisation status, height, weight, oral health and physical and locomotor functions. Seven provinces participated.

The April 2010 edition of Health Mate, a quarterly magazine published by the department, focused on HIV and AIDS messages from World AIDS Day commemorations and the World Cup. The magazine also encouraged participation in the Measles and Polio Vaccination Campaign that was rolled out in April and May 2010.

The pilot Peer Education Programme, to reduce the number of new HIV infections, was implemented in four provinces in 2009/10, reaching 141 schools, 15 000 learners and 490 educators.

Values

The Values Initiative continues to focus on all forms of discrimination in education within a broader framework of human rights.

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

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

Educator development

A key deliverable in June 2010 was the action plans emanating from the multi-stakeholder working groups established after the National Teacher Development Summit held in June 2009.

A detailed national teacher-development action plan, including activities, timelines, responsibilities and output for the next five years, nested in a longer-term plan to ensure a sustainable teacher-development system was completed.

For the period 2010/11 to 2014/15, the department will target at least 8 000 principals and deputy principals to complete the Advanced Certificate in Education: School Leadership and Management (ACE). In addition, all school leaders from underperforming secondary schools and their feeder primary schools completed specific stand-alone ACE modules.

The department aims to strengthen subject advisers' knowledge of the school curriculum and their skills by supporting teachers to implement the curriculum through specific programmes. The training of ECD and Foundation Phase practitioners took place, through FET colleges.

To ensure equity in the provision of infrastructure to schools, the department published the National Policy on an Equitable Provision of an Enabling School Physical Teaching and Learning Environment in June 2010, in the *Government Gazette*.

The aim of the policy is to:

- regulate and formalise the provision of school infrastructure
- provide guidelines towards an equitable provision of an enabling physical teaching and learning environment for all learners in South Africa
- indicate clear roles and responsibilities of all role players
- unify accountability in the provision of school infrastructure.

The Funza Lushaka bursaries allocation has increased from R424 million in 2010/11 and will reach R471,9 million in 2012/13. This is a lynch-pin of the department's efforts to improve the quality of beginner teachers in scarce and critical subjects such as Mathematics and Science.

Together with the educators' unions and other stakeholders, the department launched the Quality Learning and Teaching Campaign (QLTC). A major part of the QLTC relates to the "non-negotiables" for different components of the system. For educators, this involves being in class, on time and teaching; while learners have committed

to focus on learning, respect their educators and do their homework. Departmental officials visit schools regularly and provide support.

Education infrastructure

The National Education Infrastructure Management System is accessible to all provinces and is being used to provide information on infrastructure progress in education.

Better information is available as a basis for monitoring and planning. It provides historical information, capability for data-updating, verification of data, automatic updating of learner numbers and a platform for data downloading to enable distribution to provinces.

Cabinet also mandated the department, on the basis of this information, to investigate innovative mechanisms to accelerate school infrastructure delivery to deal with the significant remaining infrastructure backlogs and challenges.

The Department of Basic Education, the Development Bank of Southern Africa and National Treasury worked together on developing appropriate financing models and capacity for the Accelerated School Infrastructure Improvement Programme.

The department developed the Accelerated School Infrastructure Delivery Initiative to eliminate all backlogs in schools by 2014, including water, sanitation, electricity, fencing, and inappropriate structures.

Provinces made progress in reducing infrastructure backlogs, which included libraries, computer centres and related facilities.

In 2010, the budget for infrastructure was R5,5 billion and is expected to reach R9,4 billion in 2012/13.

Schooling 2025 makes provision for short- to medium-term initiatives to procure resources for school infrastructure development.

The department established a working relationship with provincial education

departments to develop a national framework for quality education in rural areas. The department announced a strategy aimed at partnering with the Ministry of Rural Development and Land Reform, as well as with other relevant ministries such as public works, water affairs and transport, to alleviate the conditions at rural schools.

The department is also developing an initiative that aims to achieve basic functionality levels in targeted schools' infrastructure within the 2010 to 2014 strategic plan period.

Provincial departments of education, within their normal school-building programmes, made significant progress in the eradication of backlogs.

In line with government's key objectives for delivering services to the public and in particular the poor, the Department of Basic Education has been working with the Department of Water Affairs and the Department of Energy to implement and manage the provision of water, sanitation and electricity infrastructure in schools.

Educational portal

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

The portal is a free service to registered users, who must go through a once-off, no-cost registration process. The portal is a partnership venture between the Department of Basic Education and various role players in the field.

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

Partnerships

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 departments of basic education and of HE and training, educators unions, the



In May 2010, the 1Goal: Education for All Campaign was launched as a 2010 World Cup initiative. Several organisations such as FIFA and famous personalities are part of the campaign.

The 1Goal Campaign is a coalition of 100 organisations from 100 countries, established in 2009, to raise awareness about the 72 million children around the world who have no access to quality basic education. The initiative aims to get all children across the world to school by 2015.

SACE, ELRC and the ETDP Seta work together to achieve education transformation goals.

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

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

DVDs featuring expert teachers and curriculum specialists were available as a package with Study Mate.

Educator unions

The majority of educators are organised into six educator unions, namely the National Professional Teachers' Organisation of South Africa, the National Teachers' Union, the South African Teachers' Union, the Professional Educators' Union, Cape Professional Teachers' Association and the South African Democratic Teachers' Union.

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

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

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

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

The Education Management Service (EMS) will assist in ensuring that duties and responsibilities are clearly distinguished. The roles of principals are clearly separated from the roles of classroom educators and specialists. Educators employed in the EMS, whether school- or office-based, will

sign performance agreements with their supervisors. Their new salary will consist of a flexible remuneration package.

Non-governmental organisations and the private sector

Government is working with NGOs and the private sector to expand relationships, particularly in the areas of educator training, school improvement, Abet, ECD and FET, as well as evaluation, research and monitoring.

The private sector is engaging increasingly in the provision of basic education by funding FET initiatives, building schools in needy communities and supporting the provision of teaching and learning equipment.

The international community

Highlights of international relations during 2009 were:

- the Director-General of the then Department of Education, Mr Duncan Hindle, was nominated to chair the Education Commission of the 35th Session of the Unesco General Conference
- the European Union (EU) provided R1,4 billion in development cooperation support towards education, of which R1,3 billion went towards Foundation Phase education
- South Africa and the EU established a Sectoral Policy Dialogue Forum on education and training to further deepen relations
- South Africa participated in the 17th Conference of Commonwealth Education Ministers
- the biennial meeting of the Southern and Eastern Africa Consortium for Monitoring Educational Quality Ministers of Education took place in October
- in May, South Africa signed an agreement with Germany concerning the introduction of a German-South African Bilingual Secondary School Qualification (Arbitur/National Senior Certificate) at the German schools in Johannesburg, Cape Town and Pretoria
- in May, a Declaration of Intent was signed, pertaining to the Netherlands' Initiative for



The Rain Water for Schools Programme aims to assist the Department of Basic Education in the provision of water and sanitation to 100 schools across the country. This initiative is a product of the department's collaboration with business partners to enable comprehensive water access, sanitation and hygiene education intervention in schools.

Capacity Development in Higher Education

- in November, the Minister of Higher Education and Training signed an Agreement of Cooperation in Higher Education with Syria
- in July, a Memorandum of Understanding on cooperation in the field of education was signed with Brazil.

Gender equity

One of the key programmes of the Directorate: Gender Equity in the Department of Basic Education is the Girls Education Movement (GEM), which was launched in 2003. This programme aims to ensure that female learners not only access education but that their retention and achievement rate increases. It is founded on three pillars, namely career mentorship, skills development and advocacy. The GEM Skills Development Programme aims to address gender disparities through education and advocacy.

The movement has also incorporated boys, where young people in schools form clubs known as the girls and boys education movement clubs. These clubs are the department's avenue to inculcate in young people constructive values and empower them with information pertaining to life-skills competencies to cope with different social problems, including learner pregnancies, gender-based violence, HIV and AIDS, and sexual harassment.

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

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

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The implementation of the My 2010 School Adventure by the School Safety and Enrichment Programmes Directorate made a difference in the lives of up to five million learners from around the country, using sport and environmental education as a vehicle in this regard. Learners collected up to 4,8 million plastic bottles for recycling by the Coca Cola-sponsored leg of the project, referred to as the "education pillar" of the project. Through the project, up to 35 000 learners, who might never have had the opportunity to watch a World Cup Game, were presented with the opportunity to attend some of the key matches of the 2010 FIFA World Cup™.

pertaining to their rights to education and support.

Equity in education expenditure

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

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

The National Norms and Standards for School Funding, which became national policy in 1999, aim to achieve equality and redress poverty at schools in terms of non-personnel expenditure within a province.

The norms are clearly progressive, with 60% of a province's non-personnel expenditure going to the poorest 40% of learners in public schools. The poorest 20% of learners receive 35% of non-personnel resources, while the richest 20% receive 5%.

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

Considering that about 88% of provincial education expenditure goes towards personnel costs, the distribution of personnel, in particular educators, is a key driver of equity within provinces.

Equity in this regard is promoted by the national post-provisioning norms. These

norms have contributed to the narrowing of inequalities regarding educator:learner ratios, and the availability of more educator posts in historically disadvantaged areas.

Rural education

Partnering with the Ministry of Rural Development and Land Reform, as well as other relevant ministries such as public works, water affairs, and transport, the department aims to alleviate the plight of rural communities.

School-funding norms have been revised to ensure that small rural schools are guaranteed a minimum level of funding, irrespective of the number of learners. The department will be building on the successes of the Free State and North West with regard to consolidating small rural schools through the provision of hostel accommodation.

In 2009, a rural education newsletter highlighting good practice in rural and farm schools was published.

Further progress was made with the development of the Closure and Merger of Rural and Farm Schools Guidelines. The Rural Education Directorate resides under the Equity in Education Chief Directorate. In January 2010, the directorate presented the third draft of the National Framework for Quality Education in Rural Areas to the CEM.

The CEM established a rural development and infrastructure cluster that developed an integrated national implementation strategy to promote quality education in rural and farm schools.

National Human-Resource Development Strategy

The overarching framework for all the department's work is the HRDS, led by the Deputy President and managed by the Department of HE and Training.

The HRDS will improve alignment and ensure that all players in HRD, from government, civil-society sectors, organised business, labour, professional bodies and research communities reinforce and complement the work of others.

Central to the realisation of the goals of the HRDS is the alignment of its subordinate strategies. One of these is the National Skills Development Strategy (NSDS), which directs the skills levy. The department submitted a draft NSDS3 framework to the National Skills Authority in April 2010. This included a skills strategy for rural development.

Government is establishing a comprehensive HRD policy framework, which will be linked to the country's development and investment strategy, and the five development priorities.

The scope and importance of the HRD for South Africa's development agenda dictates that its success depends on the contribution of all social partners.

The NSDS3, finalised by the Department of Higher Education and Training in 2010, incorporates the key objective of the HRDSA.

Measures were put in place to monitor the implementation and integration of the HRDSA in government, parastatals and the private sector.

Skills development is a critical component of the HRDS. By enhancing the skills, the knowledge and the abilities of individuals, HRD serves to improve the productivity of people in their areas of work.

The strategy aims to:

- bring about articulation between subsystems to allow for optimal achievement of systemic outcomes
- facilitate holistic analyses of education and training and the functioning of the labour market
- link both of these to the economic development strategy, which includes diversifying and transforming the economy, attracting foreign investment and ensuring a better strategic fit with citizen involvement and empowerment
- deal with shortcomings in labour-market information
- ensure economies of scale with regard to complex analytical work (such as labour market supply and demand forecasting)
- initiate activities that cannot be performed in any of the subsystems, but which are critical for the HRD system in the country.

The HRDS spans several domains, including education, labour market, industry and society.

The department aims to assist learners to move between learning and work. The Skills Levy Funds will be used to give incentives to firms to open up structured workplace learning for college students as well as for university and university of technology students. State-owned enterprises and other large employers have a special role to play in this regard.

Artisan training and Seta transformation are the nerve centres of skills development. The department aims to increase the numbers and the quality of skilled artisans, particularly in priority trades, through a synergy

of strengthening FET colleges, Setas' work and business initiatives.

A key priority is to expand access to structured workplace learning and to develop partnerships to address artisan skill scarcity.

A new Seta landscape was adopted by the third quarter of 2010.

The National Skills Fund (NSF) provides urgently needed skills training for the under- and unemployed and for the informal sector. The department has strengthened the capacity of the NSF to monitor and evaluate the impact of the disbursements made, and has addressed the problem of underexpenditure.

Human Resources Development Council of South Africa (HRDCSA)

The HRDCSA, which was launched in March 2010, represents a milestone in fighting unemployment and growing the economy. The council will focus on the priorities and actions necessary to achieve progress in the key and interdependent pillars of the HRDS, which are:

- quality educational attainment at all levels
- skills development
- science and innovation
- labour-market policies.

The council, which is chaired by the Deputy President, comprises 43 member representatives of labour and government as well as HE institutions. The council has committed itself to increasing the number of appropriately skilled people to meet the demands of the country's current and emerging economic and social development priorities, as well as to ensure improved universal access to quality basic education and schooling.

The HRDS is a continuation of strategies such as the Joint Initiative for Priority Skills Acquisition (Jipsa), which aimed to develop skills that are urgently needed in the country.

The council has committed to:

- overcoming the shortages in the supply of people with the priority skills needed for the successful implementation of strategies to achieve accelerated economic growth
- increasing the number of appropriately skilled people to meet the demands of the current and emerging economic and social development priorities
- ensuring improved universal access to quality basic education and schooling (up to Grade 12) that is focused on achieving

an improvement in education outcomes for the poor

- equipping learners to pursue post-school education, including vocational education and training, or employment
- implementing skills development programmes that are aimed at overcoming poverty and unemployment.
- In 2010/11, the council will:
- evaluate, amend and adopt the HRDS
- consider the outcomes of the Jipsa process and recommend to the council what further work needs to be done in line with the goals of the revised HRDS
- establish a mechanism to commission relevant research in the field of human-resource development.

Sector education and training authorities

The Seta Coordination Programme aims to:

- implement sector skills plans to develop appropriate skills
- develop and register learning programmes
- provide quality assurance of qualifications and standards of programmes in sectors
- disburse skills-development levy funds.

The Seta sectors skills plans have been formed on the basis of the first-ever formally published occupationally based national scarce skills list that has been integrated into the Department of Home Affairs' processes for scarce skills immigration work permits.

Seta sector skills plans have been automatically uploaded through an integrated data-collection process into the employment-services system to allow for more efficient and accurate development of the annual national scarce skills list.

In 2009/10, 19 of the 23 Setas received clean audit reports from the Auditor-General's office. During 2009, the Setas registered 17 228 artisans in training, and 109 351 workers completed training in scarce and critical skills through learnerships, apprenticeships and other learning programmes.

National Skills Authority

The NSA is an advisory body, established in terms of the Skills Development Act, 1998, to advise the Minister of HE and Training on:

- policy, strategy, implementation, and NSF allocations
- liaising with Setas about policy, strategy and sector skills plans
- reporting to the Minister on progress in the implementation of the NSDS

- reviewing accounts and balance sheet of NSF annually
- receiving and using information from the Skills Development Planning Unit.

The functions of the NSA are to:

- advise the Minister on a national skills-development policy, a national skills-development strategy, guidelines on the implementation of the NSDS, the allocation of subsidies from the NSF, and any regulations to be made
- liaise with Setas on the national skills-development policy and the NSDS
- report to the Minister in the prescribed manner on the progress made in the implementation of the NSDS.

National Skills Fund

The NSF is funded by 20% of the skills-development levies collected by the South African Revenue Service (Sars) (of which 2% is paid to Sars as collection fees and 2% is allocated for administrative costs). One of the key tasks of the NSF is to advise the Minister on the Seta landscape and the NSDS. The Minister of Higher Education and Training, on advice from the NSA, allocates subsidies from the NSF. The Director-General of Higher Education and Training is the accounting officer of the fund.

Successes in 2009/10 included:

- formally establishing the QCTO
- listing the NSF as a public entity
- introducing additional functions to the Institute for the National Development of Learnerships, Employment Skills and Labour Assessments to moderate artisan assessments
- expanding the provision of employment services to work-seekers
- introducing a register of artisans.

Libraries Library and information services (LIS) sector

South Africa's growing LIS sector includes a national library, public/community libraries,

school libraries, special libraries, government libraries and HE libraries.

The Department of Basic Education recognises the necessity for school library resource provision and was addressing this during 2010, in a holistic manner, through the development of the National Guidelines for School Library and Information Services. The guidelines are part of the broader strategy which is expected to assist towards ensuring that each school has a functional school library and information service.

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

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. Pressure on HE libraries includes redistribution of educational resources and rising prices.

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*).

By the end of 2009, South Africa had some 12 000 libraries, including HE libraries, school libraries, government departmental libraries, one National Library with two campuses, and public libraries provided by provincial and local government (library services and metro libraries).

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