



## Chapter 8

# Education

Education is not only pivotal to economic prosperity but it also plays a crucial role in enabling South Africans to improve the quality of their lives and contribute to a peaceful, productive and democratic nation. These sentiments are captured in the Vision Statement of the Department of Education, which states: 'Our vision is of a South Africa in which all our people have access to lifelong education and training opportunities, which will in turn contribute towards improving the quality of life and building a peaceful, prosperous and democratic society'.

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 make progressively available and accessible.

Education is one of the most important long-term investments a country can make. There has been a significant increase in education expenditure under the post-apartheid democratic Government, from R31,8 billion in 1994 to R51,1 billion in 2000. At almost 6% of gross domestic product, South Africa has one of the highest rates of government investment in education in the world.

The South African education system accommodates more than 12,3 million learners, 300 000 university students and 190 000 technikon students. The system encompasses 29 386 primary and secondary schools, 375 000 educators, 5 000 inspectors and subject advisers, and 68 000 officials, managers and support personnel. There are 156 technical colleges accommodating 125 000 students in the further education and training (FET) sector. There are 21 universities and 15 technikons in the Higher Education (HE) sector.

Formal education in South Africa is categorised into three levels. The General Education and Training (GET) band incorporates a reception year and learners up to Grade 9, as well as an equivalent adult basic education qualification. The FET band comprises Grades 10–12 in school education, out-of-school youth and adult learners. Technical, youth and community colleges, as well as a range of other industry-based and non-formal education-providers, also fall into the FET band. The HE band incorporates a range of national diplomas and certificates up to and including post-doctoral degrees. These levels are integrated within the National Qualifications Framework (NQF) provided for by the South African Qualifications Authority (SAQA) Act, 1995 (Act 58 of 1995).

## Education structures

South Africa has a single national education system, which is organised and managed by

◀ South Africa has one of the highest enrolment rates for children of school-going age compared to other developing countries. Over 12 million learners are in school, representing more than 90% of all children between the ages of seven and 15 years.

the national Department of Education and nine provincial departments.

### **The Ministry of Education**

The National Education Policy Act, 1996 (Act 27 of 1996), gives the Minister of Education the power 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 the 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.

### **The national and provincial departments of education**

The Constitution has vested substantial powers in the provincial legislatures and governments to run educational affairs (other than universities and technikons), subject to a national policy framework. In terms of the Constitution, the national Department of Education is responsible for matters that cannot be regulated effectively by provincial legislation, and also for matters that need to be coordinated in terms of norms and standards at national level. It has to prepare government policy on education and training for the country as a whole.

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 Department's role is to promote the translation of the education and training policies of the Government and the provisions of the Constitution into a national framework, supported by appropriate legislation.

The national Department provides provincial departments with active assistance in strengthening their administrative and professional capacity.

The South African Schools Act, 1996 (Act 84 of 1996), further devolves responsibility to

the school level by delegating the governance of public schools to democratically-elected school governing bodies consisting of parents, educators, non-educator staff, and (in secondary schools) learners.

## **Statutory bodies**

### **Council of Education Ministers (CEM)**

The CEM, consisting of the Minister of Education, the Deputy Minister of Education and the nine provincial executive council members 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.

### **Heads of Education Departments Committee (HEDCOM)**

HEDCOM consists of the Director-General of the Department of Education, the deputy directors-general of the Department, and the heads of provincial education departments. The functions of the Committee include facilitating the development of a national education system, sharing information and views on national education, coordinating administrative action on matters of mutual interest, and advising the Department on a range of specified matters, relating to the proper functioning of the national education system.

### **South African Certification Council (SAFCERT)**

SAFCERT is a statutory council which reports to the Minister of Education. It is self-funded and does not benefit from government transfers or subsidies. It is primarily responsible for issuing certificates to candidates who have successfully completed school or technical college education. It ensures that such certificates represent consistent standards of education and examination. This Council will be replaced by the General Further Education and Training Council.



## South African Qualifications Authority (SAQA)

SAQA was established through legislation in 1995. Its statutory mandate is to oversee the development and implementation of the NQF. It strives towards building a culture of quality lifelong learning for all citizens within an integrated education and training system intended to meet the national and global challenges of the 21st century.

In order to fulfil its statutory mandate, SAQA has, through the active participation of a broad spectrum of stakeholders, developed and implemented three key national systems:

- a standards-setting system
- a quality assurance system
- an electronic management information system for the NQF, called the National Learners' Records Database (NLRD).

By 31 March 2001, the National Standards Body had been established and was fully operational for each of the 12 nationally-agreed organising fields in education and training. Sixty-five Standards Generating Bodies, spread across the 12 organising fields, had been registered to generate national standards for education and training in fields that are national priorities such as education, training and development; safety and security; and business, commerce and management. Approximately 9 000 existing qualifications, offered by both public and private education and training institutions in South Africa, were being evaluated and processed for interim registration on the NQF. In addition, 39 newly-developed qualifications and 655 unit standards had been registered on the NQF. The process to register new qualifications and standards on the NQF continued in 2001.

Key to the national quality assurance system is the accreditation by SAQA of Educa-

tion and Training Quality Assurance Bodies (ETQAs). Of an envisaged total of 35 ETQAs, 12 had been accredited by 31 March 2001. These bodies are in the process of accrediting education and training providers. The majority of ETQAs were accredited and operational by 30 September 2001.

The NLRD was fully functional by 31 March 2001 and was being populated with data on qualifications and standards, as well as individual learner records. On this date, 7 506 qualifications, 594 unit standards and 138 717 learner records had been captured. The loading of learner records was in the final phase of testing, and several million records on achievements attained at all levels of the NQF were added in the course of 2001.

SAQA's Centre for the Evaluation of Educational Qualifications determines the equivalence between foreign and South African qualifications, and recommends possible levels of recognition of foreign qualifications in the South African context. The service is being rendered on an ongoing basis. SAQA, via the NQF, ensures that South African qualifications are of the highest quality, and internationally comparable.

## Council on Higher Education (CHE)

The CHE was established by the Higher Education Act, 1997 (Act 101 of 1997), and is responsible for advising the Minister on all aspects of HE, in particular funding arrangements, language policy and the appropriate shape and size of the system.

It is also responsible for designing and implementing a system for quality assurance in HE. It promotes access of students to HE, publishes an annual report on the state thereof, and convenes an annual summit for stakeholders. An amount of R4 million will be transferred to the Council during 2001/02, and R4,8 million in 2002/03.

The Council also holds executive responsibility for quality assurance through its permanent subcommittee, the Higher Education Quality Committee (HEQC).

The HEQC was awarded Education and Training Quality Assurer status by SAQA in 2001.

### Information

Currently, South Africa has one of the highest enrolment rates for children of school-going age compared to other developing countries, and the participation rate for girls is among the highest in the world. Over 12 million learners are in school, representing more than 90% of all children between the ages of seven and 15 years.

### **South African Council for Educators (SACE)**

SACE is responsible for the registration, promotion and professional development of educators and for setting, maintaining and protecting their ethical and professional standards. The Council relies on membership fees as its source of revenue.

The Code of Conduct of SACE took effect on 1 January 2000. The Code determines the ethical rules of the profession which teachers must follow. Serious offenders can lose the right to teach.

SACE has more than 350 000 registered educators, and is dedicated to ensuring adherence to the Code, which includes dealing with complaints in the education system.

### **The National Board for Further Education and Training (NBFET)**

The NBFET was launched in Pretoria in June 1999 in terms of the National Education Policy Act, 1996 (Act 27 of 1996). It provides the Minister with independent and strategic advice on matters relating to the transformation of FET. This Board may advise the Minister on any aspect of FET on its own initiative and also on

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

The Board also monitors and reports annually to the Minister on the goals and performance of the national FET system, analyses and disseminates information about FET, and performs any function assigned or delegated to it in terms of any applicable law.

### **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 the 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 (NSFAS)**

The NSFAS is responsible for

- allocating loans and bursaries to eligible students
- developing criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister of Education
- 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.

An amount of R450 million has been budgeted for the Scheme in 2001/02. In addition, R156 million in recovered loans will be re-injected into the Scheme.

## **Financing education**

In the 2000/01 financial year, spending on education totalled R51,05 billion. This amount included R7, 07 billion for universities and technikons and R43,98 billion for college and school education.

### **The Medium-term Expenditure Framework (MTEF)**

The MTEF is a key policy framework, which ensures an equitable and planned distribution of expenditure, and outlines specific mechanisms for equity and redress.

The equitable shares formula is used to allocate provincial revenue levels for each province from the provincial share of national revenue. It reflects several provincial variables including the size of the school-age population and the number of learners enrolled in ordinary public schools, the distribution of capital needs in education and hospital facilities, the size of the rural population in each province, and the size of the target population for social security grants weighted by a



poverty index. Over the last year, the equitable shares formula has been adjusted to reflect historically accumulated backlogs more accurately. Moves toward equity have been remarkable, with the budget of the most rural provinces increasing by up to 30%. In 1995, interprovincial inequity stood at 34%; by 2000/01, it had been reduced to 14%. This interprovincial shift in revenue has also translated into a more equitable financial allocation at school level, with the poorest schools benefiting.

### **National Norms and Standards for School Funding**

New National Norms and Standards for School Funding became national policy on 1 April 1999 and apply uniformly in all provinces. They are aimed at achieving equity in the distribution of resources by progressively redistributing non-personnel expenditure to schools.

The Norms entail provincial education departments directing 60% of their non-personnel and non-capital resources towards the poorest 40% of schools in the province.

Schools are divided into five categories, based on needs. The poorest 20% receive 35% of resources, while the richest 20% of schools receive 5% of the non-personnel resources available to provincial education departments.

The Department has set out certain categories according to which eligible independent schools are subsidised. For example, independent schools whose school fees in January 1998 were less than 0,5 times (50%) the provincial average public cost per learner in ordinary public schools the previous fiscal year, will receive 60% of the provincial average cost per learner in an ordinary public school. Independent schools whose school fees in January 1998 were more than 2,5 times the average public cost per learner in ordinary public schools the previous fiscal year, will receive no subsidy.

### **Other equity mechanisms**

A key driver of equity and redress has been to

equalise educator:learner ratios. Inequitable ratios are addressed through the national norms for the provisioning of educator posts to schools. Within these norms, each province sets its own targets, guided by a national post-provisioning model. A significant achievement has been the convergence of learner:educator ratios to an average of 34:1, and a dramatic increase in the number of educators in formerly disadvantaged areas.

The education sector aims to reduce personnel costs to 85% of total expenditure over the medium term. As the ratio of personnel to non-personnel expenditure begins to decrease, more resources can be devoted to these complementary inputs. Personnel reductions saved about R79 million in 1999/00, freeing resources to address classroom backlogs, increase expenditure on school maintenance and sanitation, improve teacher support systems, and procure new learner support materials.

Improved financial planning and management and greater financial accountability have enabled the Department to address social expenditure concerns that could not be given priority in the early period of transforming the post-apartheid education system. These include the following commitments over the next three years: in excess of R1 billion per year to learning support materials, beginning with the 2002 school year; a conditional grant of R280 million per year in support of improving financial management and education quality, and an estimated additional R150 million per year for Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), implementing the pre-school Reception Year, beginning in the urban and rural nodal development points, adult literacy and skills development, and innovation in school design and building.

A significant redress mechanism in HE has been the expansion of access for students from poor families through the NSFAS, which reached 76 102 students in 2000/01.

An Education Policy Reserve Fund, established in 1998/99, provides conditional grants for improved financial management and edu-

cation quality in provincial education systems. It continues to assist the Education Departments Support Unit (financial management and administrative capacity-building), Education Management Development (including the training and development of school governing bodies), teacher development for Curriculum 2005, the Culture of Learning, Teaching and Service programme, and the integrated District Development Project. This conditional grant allows the national Department to provide smaller grants to priority areas, encouraging innovation with possibilities of replication on a larger scale.

## Education policy

### Legislative framework

Education policy is informed by the following pieces of legislation:

- The National Education Policy Act, 1996 is designed to inscribe in law the policy, legislative and monitoring responsibilities of the Minister of Education, and to formalise relations between national and provincial authorities. It established the CEM and HEDCOM as intergovernmental fora to collaborate in building the new system, and provides for the determination of national policies in general and further education and training for, among others, curriculum, assessment, language policy and quality assurance. The Act embodies the principle of co-operative governance, elaborated in Schedule Three of the Constitution.
- The South African Schools Act, 1996 promotes access, quality and democratic governance in the schooling system. It ensures that all learners have access to quality education without discrimination, and 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 school governing bodies is now in place in public schools country-wide. The school funding norms outlined in the Act prioritise redress and target poverty in funding allocations to the public schooling system.
- The FET Act, 1998, *Education White Paper 4 on FET* (1998) and the National Strategy for FET (1999–2001), provide the basis for developing a nationally-coordinated system, comprising the senior secondary component of schooling and technical colleges. It requires that FET institutions, created in terms of the new legislation, develop institutional plans, and provides for programme-based funding and a national curriculum for learning and teaching. The HE Act, 1997 makes provision for a unified and nationally-planned system and creates the statutory CHE, which provides advice to the Minister and is responsible for quality assurance and promotion. The HE Act, 1997 and *Education White Paper 3 on HE* (1999) formed the basis for the transformation of the sector through an institutional planning and budgeting framework. This culminated in the National Plan for HE in 2001.
- A range of legislation, including the Employment of Educators Act 1998 (Act 76 of 1998), regulates the professional, moral and ethical responsibilities and competencies of teachers. The historically divided teaching force is now governed by one Act of Parliament and one professional council.
- The Adult Basic Education and Training Act (ABET), 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 SAQA Act, 1995 provides for the creation of the NQF, which established the scaffolding of a national learning system that integrates education and training at all levels. The NQF was an essential expression and guarantor of a national learning system where education and training are equally important and complementary facets of human competence. The joint launch on 23 April 2001, by the Ministers



of Labour and of Education of the Human Resource Development Strategy, reinforces the resolve to establish an integrated education, training and development strategy that will harness the potential of young and adult learners.

- The Education Laws Amendment Act's (Act 53 of 2000) main purpose is to amend the South African Schools Act, 1996 to provide for the governance of new public schools until a governing body is constituted and to provide for safety measures at public schools. The Employment of Educators Act, 1998 is also amended to make provision for the appointment of educators to new public schools, public FET institutions and public adult learning centres as well as to make provisions for dealing with incapacity, misconduct and appeals.
- The HE Amendment Act, 2000 (Act 54 of 2000), will allow the Minister to determine policy on the operations, size and institutional configuration of public and private HE institutions. The Act proposes that such an institution should be able to enter loan or overdraft agreements only by a resolution of its full council. Ministerial approval will be required where the amount exceeds a figure set by the Minister for that institution. In cases where no figure is in place, it will be set at 5% of the institution's average income over the previous two years. An institution will also need the approval of its full council to construct buildings, buy immovable property, or enter into long-term leases of immovable property.
- The SACE Act, 2000 (Act 31 of 2000), provides for the registration of educators to promote their professional development and to set, maintain and protect ethical and professional standards.

### Information

Colleges of education no longer exist. They have been incorporated into universities and technikons. Twenty-five colleges of education became subdivisions of universities and technikons in 2001.

### ***Tirisano***

The Minister of Education, Prof Kader Asmal, outlined his Call to Action in July 1999, designed to mobilise South Africans to build an education and training system for the 21st century. The Call to Action has been operationalised under a plan known as *Tirisano* – a Setswana word meaning 'working together'. This reflects the Ministry's contention that an education system for the 21st century cannot be built by a small group of people, or even the Government, working alone. It calls for a massive mobilisation of parents, learners, educators, community leaders, non-governmental organisations (NGOs), and the private sector, motivated by a shared vision.

In the context of the massive challenges facing the South African education system, *Tirisano* identifies strategic priorities. These priorities were operationalised into an implementation plan in January 2000. The nine key priorities of the *Tirisano* programme are:

- making provincial systems work by making co-operative governance work
- eliminating illiteracy among adults and youths
- schools becoming centres of community and cultural life
- ending conditions of physical degradation in schools
- developing the professional quality of the teaching force
- ensuring the success of active learning through outcomes-based education (OBE)
- creating a vibrant FET system to equip the youth and adults to meet the social and economic needs of the 21st century
- implementing a rational, seamless HE system
- dealing with HIV/AIDS urgently and purposefully.

The nine priorities are divided into five programme areas:

- HIV/AIDS
- school effectiveness and teacher professionalism
- illiteracy
- FET and HE

- organisational effectiveness of national and provincial systems.

The *Tirisano* strategy is in line with global shifts in school and educational reform, which focus on outcomes and output, accountability, efficiency and performance. This includes targeting increased participation rates in further and higher education, maths, science and technology, and focusing on defined communities as part of a government-wide programme in defined rural and urban development nodes. The second stage of *Tirisano* places greater emphasis on clearly-defined delivery strategies. The Department is moving towards greater coordination through more focused policy goals, systemic reform and better alignment of national and provincial systems. The plan prioritises the establishment and strengthening of structures, building capacity, filling vacant positions, and improving information-gathering systems and analysis. In addition, it sets in place mechanisms for measuring, appraising, evaluating and monitoring reform.

The second year of *Tirisano* focuses on institutional and spatial targeting aimed at integrating programmes on HIV/AIDS; school maintenance and renewal; school safety; maths, science and technology; matric improvement for those who achieved 0–30% in the Senior Certificate examination in 2000; school effectiveness; values in education; provision of learning support materials; and the South African History Project. (See chapter: *History*.)

### **Quality assurance**

The Department of Education is developing a coherent national quality management and assurance policy framework. In this regard, a school evaluation framework has been developed as well as a framework for systemic evaluation to complement the school monitoring and evaluation process. The process of developing systemic evaluation frameworks is nearing completion. The National Framework for Whole School Evaluation has been completed, and instruments and criteria field-tested.

Central to the development of the quality assurance policy is the establishment of an education and training quality assurance body for the General and Further Education and Training Bands, including ABET and early childhood development. A task team was set up to investigate this.

Regular monitoring is the hallmark of quality education provision. The Directorate: Quality Assurance is developing macro and micro indicators to measure the performance of the education system in preparation for systemic evaluation, which took place in September 2001 at Grade 3 level. This process incorporates the learner assessment component to complete the systemic evaluation framework. A process to pilot learner assessment instruments was done in 2000, and a report has been submitted to the Department and discussed at the Systemic Evaluation Colloquium in April 2001. The main study was conducted in September 2001.

### **Assessment**

A new learner assessment policy, moving the emphasis from year-end exams to continuous performance appraisals, was presented to the Parliamentary Portfolio Committee on Education in November 1998. The approach is aimed in part at reducing the high rate of repetition in the country's public schools by assisting pupils with learning problems. According to the new policy, pupils have to meet expected levels of performance to be promoted from one grade to the next. A clear definition of what these levels entail is still to be determined.

Continuous assessment will include a written and practical test at the end of the year. In terms of the policy, pupils should not spend more than four years in each phase and should, as a rule, progress with their age group.

The process of assessment will involve a partnership between educators, students, parents and education support services. These services will include occupational and speech therapists and psychologists. Pupils



failing to meet expected levels of performance at the year-end could, in exceptional cases, be allowed to repeat that year. The school will take such a decision in consultation with the child's parents.

Pupils with learning problems need not automatically repeat a year. They could, for instance, be advanced to the next grade and receive additional support in a particular learning programme. Gifted children will also be identified and allowed to advance more rapidly through the education system.

The expected levels of performance have gone through a developmental phase, and have reached the stage where they are being printed in the form of a guideline document, which will be distributed to all schools. Further developmental work will take place as schools provide feedback.

### **National Framework for Whole School Evaluation**

According to the Framework, which was launched at the end of September 2000, about 245 specially trained and registered officials will visit each of South Africa's estimated 29 000 schools. The policy aims to recognise good schools, possibly through departmental award schemes, while assisting struggling schools to turn themselves around. Secondary schools will be evaluated every three years, and primary schools every five years.

Schools will be evaluated according to the following criteria:

- the basic functionality of the school
- leadership, management and communication
- the quality of teaching and teacher development
- curriculum provision and resources
- pupils' achievements
- safety and discipline
- governance and relationships
- infrastructure.

Data-collection instruments have been developed according to these criteria. This evaluation will be preceded by the school's own self-evaluation. The report thereof will form

the basis for external evaluation by the supervisors. The Minister will maintain a national register of trained supervisors. The evaluation process will enable the Minister to report to Parliament and to the public on the performance of schools in South Africa.

### **The School Register of Needs**

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

Considerable progress has been made since 1994 in decreasing these inequities. In 2000, the Register reported less overcrowding in institutions overall, with a decline in the average number of learners in a classroom from 43 (in 1996) to 35 (in 2000). Except for Mpumalanga, learner:classroom ratios have also decreased. Classroom shortages decreased from 49% (1996) to 40% (2000). In 1996, 40% of all schools nation-wide had no access to water, and in 2000 this was reduced to 34%. There is a 68% improvement in the provision of sanitation, although 16,6% of learners continue to be without toilet facilities. Fifty-nine percent of schools had no telephones in 1996. This was reduced to 34% in 2000. On the other hand, the biggest decline was in the number of schools in excellent and good condition, indicating that investments in infrastructure had not been adequately maintained. The number of buildings in good condition declined from 9 000 to 4 000, with at least 12 000 buildings in need of repair.

Government's commitment to an additional R1,5 billion over three years for infrastructural development in key rural and urban nodal points will significantly affect the physical provisioning of schooling.

### **General education and training**

Pupils normally enrol for Grade One education at the beginning of the year in which they turn seven years of age.

Currently, the foundation phase lasts three years. Basic learning activities during this phase centre around three learning programmes, namely Literacy, Numeracy and Life Skills. A start is made with learning one additional language in Grade 3.

During the three-year intermediate phase, learning activities centre on five learning programmes, namely: Language literacy and communication; Mathematical literacy, mathematics and mathematical sciences; Arts and culture, life orientation, human, social, environmental and management sciences; and Natural sciences and technology.

The senior phase accounts for grades 7–9. During these years, learners have to master the following eight learning programmes: Language literacy and communication; Mathematical literacy, mathematics and mathematical sciences; Arts and culture; Life orientation; Human and social sciences; Economic management sciences; Natural sciences; and Technology. Grade 9 signals the end of compulsory schooling and ends with a GET certificate, which is Level 1 on the NQF.

### **Curriculum 2005**

Curriculum 2005 is the brand name of the new national curriculum framework for schools, based on the concept of OBE.

OBE regards learning as essentially an interactive process between and among educators and learners, with the learner at the centre of the process and the teacher serving as facilitator. The focus is on what learners should know and be able to do (knowledge, skills, attitudes and values). It places strong emphasis on co-operative learning, especially group work on common tasks. The goal is to produce active, lifelong learners with a thirst for knowledge and a love for learning.

Curriculum 2005 was introduced in Grade 1 in 1998, Grade 2 in 1999, grades 3 and 7 in 2000 and grades 4 and 8 in 2001.

Teacher development is being undertaken with financial support from the Quality Enhancement Conditional Grant under the MTEF as well as through the use of donor

funds, including those accessed under the President's Education Initiative.

The production and distribution of new learner-support materials and teacher-development programmes are ongoing processes and will be continually adapted and improved. The electronic media, in particular the SABC, are supporting these programmes, as do the print media through the publication of supplementary materials.

The recommendations of the Curriculum 2005 Review Committee were released at the end of May 2000. The Committee recommended that the Department of Education should revise and streamline the existing curriculum framework in such a way that the Curriculum can be implemented and understood by all teachers. With a view to minimising disruption and confusion in schools where implementation has already begun, they proposed that the Department continued with the implementation of Curriculum 2005 in grades 4 and 8 in 2001, but that unnecessary and difficult-to-implement elements of the Curriculum should be phased out. A revised structure and design should be phased in as soon as is feasible.

The Cabinet agreed to these recommendations and the development of a National Curriculum Statement, which will detail the Curriculum in a simple language at various levels and phases. It also agreed to the need for intensive in-service teacher-development programmes with a focus on Technology and Economic and Management Sciences, to address the immediate lack of capacity in these areas. The Minister established a project committee to lead the process of developing the National Curriculum Statement, which was released in July 2001.

The National Curriculum Statement keeps intact the fundamental values and principles of Curriculum 2005 and OBE. It is different from the previous statement in a number of key respects. It is different in its clarity and simplicity. It clarifies issues around curriculum and assessment. It embodies a broad sense of ownership and commitment to OBE. The Statement adopts a more gradual and care-



fully planned approach to implementation. It focuses on those with least resources and most in need. It also provides an implementation framework for the development of learning support material, and improved orientation and professional development of teachers, principals and district officials.

### **School admission policy**

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.

Public schools are not allowed to suspend pupils from classes, deny them access to cultural, sporting or social activities, or refuse to issue school reports if parents have not paid school fees or do not subscribe to the school's code of conduct.

Children who are older than 16 years and have never attended school will be referred to adult basic education centres.

Pupils are only allowed to fail one grade per learning phase. The phases are grades 1–3, grades 3–6, grades 6–9 and grades 10–12.

### **Further education and training (FET)**

FET consists of all learning and training from NQF levels 2–4, or the equivalent of grades 10–12 in the school system and National Certificate 1–3 in technical colleges. Learners enter FET after the completion of the compulsory phase of education at Grade 9. The long-term vision is the development of a coordinated FET system, providing high-quality, flexible and responsive programmes and opportunities for a learning society. The short- to medium-term focus will be on addressing the weaknesses and deficiencies of the current system, at the same time laying the foundations for the kind of system to be built over the next 20 years.

### **Curriculum development in FET**

The FET curriculum is shifting from the traditional divides between academic and applied learning, theory and practice, and knowledge

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

The curriculum is the heart of the education process and therefore a crucial and strategic means of intervention to transform education and training. It is therefore imperative that the FET curriculum be restructured to reflect the values and principles of a democratic society.

FET comprises three different pathways, namely academic, vocationally-oriented and occupation-specific. The curriculum consists of three components of learning, namely, fundamental, core and elective. Curriculum development in FET takes the 12 learning fields of the NQF as its point of departure.

The National Curriculum Statement will consist of booklets for each learning field, covering learning outcomes and assessment standards for each grade in the FET phase, from Grades 10–12. The new qualification at Grade 12 will be referred to as the Further Education and Training Certificate (FETC).

### **Public FET colleges**

Technical colleges and other institutions offer post-school vocational education. The major categories of students are school-leavers requiring career-oriented training, adults wanting to improve their qualifications, and persons retraining for another vocation or training in fields such as handicraft, commercial, social and community-orientated courses.

In 1998, there were 152 technical colleges in South Africa. Forty-three per cent of the colleges have fewer than 500 full-time students.

The Department of Education established a National Landscape Task Team in 2000 to

- advise on a future landscape for FET institutions that will be sustainable and affordable
- recommend possible institutional configurations

- recommend principles, procedures and processes for institutional mergers and the declaration of institutions as FET institutions.

The rationale for the restructuring of the FET landscape is multifaceted. The creation of a dynamic, responsive and high-quality FET system to promote wider access and social inclusion, to encourage lifelong learning, to meet the human resource development needs of the country, to contribute towards urban renewal and rural development, and to develop an entirely new citizenry in the country, needs to be realised through viable vibrant institutions of significant size that offer effective programming. Proposals for the reduction of the number of technical colleges to between 50 and 60 have been tabled for consideration.

In October 1999, the Colleges Collaborative Fund (CCF), a joint private-sector and government initiative, was launched in Cape Town with a cash injection of R100 million from the Business Trust to transform vocational education in technical colleges to meet the needs of the 21st century. The CCF is managed by the National Business Initiative and is fully supported by the Department of Education. Over a five-year period, the Business Trust will allocate funds from the CCF and manage projects to ensure that technical colleges' enrolments increase from 250 000 to 400 000 over five years, that 65% of college graduates find jobs within six months of graduating, and that nine strategic development plans are produced.

## Higher education (HE)

*The Education White Paper 3: A Programme for the Transformation of HE* and the HE Act, 1997 (Act 101 of 1997), provide the policy and legislative framework for the transformation of the HE system.

The CHE advises the Minister of Education on matters relating to the structure, planning and governance of the sector, funding formulas, student financial aid and support services, quality promotion and control, as well as

language policies. The Minister must provide reasons in writing if the advice and recommendations of the Council are not accepted.

The Chief Directorate: Planning and Management is charged with the development of a planning and monitoring framework for the HE system. This includes the key tasks of developing and implementing the new planning and funding arrangements, a new management information system, and the integration into the system of colleges that offer HE programmes. In addition, the Chief Directorate provides a range of management support services for HE institutions.

Universities and technikons in South Africa are autonomous institutions, meaning that their respective councils are fully responsible for their management. The Government does not prescribe the conditions of service for educators at universities or technikons.

Private Acts of Parliament, controlled by their respective councils, establish universities, which administer their own affairs. South Africa has 21 fully-fledged universities, two of which are mainly non-residential institutions offering distance tuition.

The HE Act, 1997 enables private tertiary institutions to register as private technikons or universities.

Technikons provide vocation-orientated education at a tertiary level to supply the labour market with people who have particular skills, adequate technological and practical knowledge, and the necessary personal qualities to play a leading role in the working community.

The National Assembly passed the HE Amendment Bill in November 1999. The Bill proposes a series of minor changes to the Act. Among other things, it calls for institutions to 'discriminate fairly' on fee structures between foreign students who are not residents and South Africans or permanent residents. Once passed, the Bill will also allow direct intervention by the Minister of Education in an institution to address serious maladministration or financial problems. The Bill will also repeal the Certification Council for Technikon Education Act, 1986 (Act 88 of 1986).



## National Plan for Higher Education

The National Plan for Higher Education was launched in March 2001.

The National 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 the signposts for the development of institutional plans.

The key proposals of the Plan are:

- The participation rate in HE will be increased from 15% to 20% in the long-term, i.e. 10 to 15 years.
- There will be a shift in the balance of enrolments over the next five to 10 years between the humanities, business and commerce and science, engineering and technology from the current ratio of 49%: 26%: 25% to 40%: 30%: 30% respectively.
- Institutions will be expected to establish student equity targets with the emphasis on programmes in which black and female students are under-represented, and to develop strategies to ensure equity of outcomes.
- Institutions will be expected to 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 university and technikon.
- The academic programme mix at each institution will be determined on the basis of its current programme profile, as well as the demonstrated capacity to add new programmes.
- The existing mission and programme differentiation between technikons and universities will be loosely maintained for at least the next five years.
- Redress for historically black institutions will be linked to agreed missions and programme profiles, including developmental strategies to build capacity.

- A single dedicated distance education institution will be established through the merger of the University of South Africa and Technikon South Africa, and the incorporation of the distance education campus of Vista University into the merged institution.
- Research will be funded through a separate formula based on research outputs, 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 the regional level in programme development, delivery and rationalisation, in particular of small and costly programmes. A National Working Group will be established to investigate the feasibility of consolidating HE provision through reducing the number of institutions but not the number of regional delivery sites.
- The merger of Natal Technikon and ML Sultan Technikon, which has been agreed to in principle by the councils of the technikons.
- The incorporation of the Qwa-Qwa branch of the University of the North into the University of the Free State.
- The unbundling of Vista University and the incorporation of its constituent parts into the appropriate institutions within each region.
- The establishment of National Institutes for HE in Mpumalanga and the Northern Cape, on the basis of collaboration between the different institutions that currently offer HE programmes in the two provinces.

## Distance education

As part of the Government's commitment to quality education and improving access to education, the Ministry of Education has expressed its commitment to open learning and distance education in the *White Paper on Education and Training of 1995*.

It identified distance education as an essential mechanism for achieving these goals. The Centre for Educational Technology and

Distance Education has launched a project aimed at promoting flexible and resource-based learning, as well as distance learning, in an open learning system. The first initiative was to develop quality criteria for distance education.

These criteria were rated by SAQA in the development of standards for ETQAs.

### **Adult basic education and training (ABET)**

According to Census '96 figures released by Statistics South Africa, there are 23 699 930 adults between the ages of 16 and 65 in South Africa. Of these, 3 283 290 have not accessed any schooling, and 9 439 244 have not completed Grade 9. Thus, 12 722 534 (or 54%) of the total adult population have not completed a general level of education. According to the annual survey of public adult learning centres, there were only 387 000 students enrolled at these centres in 1999.

In 2000, the Department launched the South African National Literacy Initiative (SANLI), which will see the establishment of a voluntary service to reach the 3,3 million adults who are illiterate. A strategic plan for the implementation of this Initiative is in place, and SANLI is guided by an advisory board. As part of the literacy strategy, the Department is ensuring the development of frameworks for the provision of ABET in line with the NQF.

The strategy mandates the establishment of the South African Literacy Agency with a brief to significantly reduce adult illiteracy through the

- mobilisation of voluntary services in support of a nation-wide literacy initiative
- development of training programmes for volunteer educators
- design, development and procurement of reading and resource materials
- setting-up of local literacy units
- establishment and maintenance of a database of learners and providers
- servicing of the needs of learners and educators.

### **Policy and planning**

The Adult Basic Education Act, 2000 (Act 52 of 2000), and the regulations for a National ABET Board, provided a legislative framework for the establishment, governance and funding of ABET centres for the first time. Through the Adult Education and Training Multi-year Implementation Plan (MYIP), the Directorate: ABET is increasing the quality of both ABET provisioning and delivery. During 1999, provincial education departments reached over 389 000 ABET learners, whereas the target set in the MYIP was 177 000 learners.

Furthermore, expenditure on ABET increased from R160 million in the 1999/00 financial year to R343 million in the 2000/01 financial year.

### **Curriculum development and learning support material**

Unit standards for all eight learning areas at the General Education and Training Certificate (GETC) level (Grade 9/ABET Level 4) have been submitted to SAQA for registration with the NQF. These unit standards will be rewritten for the benchmark ABET levels 1, 2 and 3.

The eight learning areas are language, literacy and communication; mathematics, literacy and mathematical sciences; economic and management sciences; life orientation; arts and culture; natural science; technology; and human and social sciences.

The two electives of agriculture and small, medium and micro-enterprise (SMME) were registered with SAQA during 2000.

Unit standards at the GETC level for ancillary health care and tourism have also been submitted to SAQA for registration with the NQF. Unit standards in food and fibre technology, information communication technology and environmental management are currently being developed.

Provincial departments of education have finalised general integrated learning programmes for all ABET levels, which are being implemented in 2 236 public adult learning centres across the country. The composition



of an ABET qualification at GET level has been developed in line with the SAQA proposal on qualifications.

### **Monitoring and evaluation**

A monitoring and evaluation strategy for ABET provisioning and performance is being implemented after provincial education department representatives underwent training during 1999. The National ABET Management Information System together with a Geographic Information System have been established, and mechanisms for regular updates are in place. Training on the utilisation of the access programme took place in all the provinces in 2000.

### **Advocacy**

A national advocacy and mobilising strategy was developed to motivate and encourage potential learners to participate in adult education and training programmes, to inspire educators, and to keep ABET on the national agenda. Stakeholders from the Government, and economic and non-governmental sectors, have been involved to refine the strategy.

National Adult Learners' Week (ALW) was launched on 1 September 2000. International Literacy Day and ALW awards ceremonies were held to honour and applaud the courage and achievements of adult learners and their educators. The first national governance training conference also took place. It involved learners, community members, educators, centre managers and chairpersons of governing bodies.

### **Structures for co-operation and coordination**

The National ABET Board, an advisory body established to advise the Minister and to receive reports from all sectors on the progress of the MYIP, will replace the interim ABET advisory body in line with the ABET Act, 2000.

The Directorate participates in developments within the FET sector, and co-operates with National Youth Service initiatives, together with the National Youth Commission.

### **Partnerships**

The Directorate works closely with organised bodies that provide basic ABET. For example, user-friendly documents for learners and a series of norms and standards for practitioners are being produced by publishers and the Adult Education and Training Association of South Africa. By June 2001, a major adult education and training initiative with the SABC was at an advanced stage.

### **Education of learners with special education needs**

The Ministry appointed a National Commission on Special Needs in Education and Training (NCSNET) and a National Committee on Education Support Services (NCESS) in October 1996 to investigate and make recommendations on all aspects of 'special needs and support services' in education and training in South Africa. A joint report of the findings of these two bodies was presented to the Minister in November 1997, and the final report was published in February 1998.

The NCSNET/NCESS recommended that the education and training system developed inclusive and supportive centres of learning that will enable all learners to participate actively in the education process. They can then develop and extend their potential and participate as equal members of society.

The report suggested that the key strategies required to achieve this include:

- transforming all aspects of the education system.
- developing an integrated system of education.
- infusing 'special needs and support services' throughout the system.
- pursuing the holistic development of centres of learning to ensure a barrier-free physical environment and a supportive and inclusive psychosocial learning environment, and developing a flexible curriculum to ensure access to all learners.
- promoting the rights and responsibilities of parents, teachers and learners.
- providing effective development pro-

- grammes for educators, support personnel and other relevant human resources.
- fostering holistic and integrated support (intersectoral collaboration) by developing a community-based support system. This includes a preventative and developmental approach to support.
  - developing funding strategies that ensure redress, sustainability and, ultimately, access to education for all learners.

The Ministry released a Consultative Paper in 1999, based on these recommendations.

The submissions and feedback of social partners, role-players and the wider public were collated and have informed the writing of the *Education White Paper 6 on Special Needs: Building an Inclusive Education and Training System*, released in July 2001.

## Early childhood development (ECD)

Although some of the provincial departments of education provide pre-primary education, the scale is limited and the field of ECD is dominated by the non-governmental sector. Where departmental provision exists, this level usually caters for children from the age of three years to school-going age. It is estimated that about 90% of children under nine in South Africa do not have access to ECD facilities. ECD centres must be registered with municipalities, and their activities are controlled by the provincial education departments. These regulations are applicable to public as well as private pre-primary schools.

In July 2000, the final report on the National ECD Pilot Project was released. The Project tested the interim ECD policy, particularly as it is related to the reception year (Grade R). The report presented some evidence that the existing norms and standards

were appropriate for the practitioners but it needed to be refined to eliminate vagueness.

According to the report, practitioners have demonstrated that they are capable of meeting almost all the specific outcomes and the respective assessment criteria.

The South African Council for Educators Act, 2000 provides for the registration of ECD practitioners. In terms of the Act, all educators must be registered before they can be responsible for the care and education of children. When ECD practitioners are registered, they will undergo professional development and be subject to a code of ethics.

The *White Paper 5 on ECD*, which established a national system of provision of Grade R for children aged five, was launched in May 2001. The medium-term goal is for all children entering Grade 1 to have participated in an accredited Grade R programme by 2010.

The White Paper also focuses on expanding ECD provision, correcting imbalances, ensuring equitable access, and improving the quality and delivery of ECD programmes. These interventions aim to break the cycle of poverty by increasing access to ECD programmes, particularly by poor children.

## Human resources in education

There are two chief directorates responsible for human resources in education: one focuses on human resource development and the other on human resource management, including labour relations, conditions of service and related matters.

The Chief Directorate: Human Resource Development is responsible for the development of measures to ensure that all educators are adequately trained and supported to deliver the quality of services demanded. The Chief Directorate focuses on education management development, supporting managers at all levels of the system, on employment equity matters in relation to gender, and on teacher development.

The Directorate: Teacher Development is leading the programme for educator upgrad-

### Information

Grade R – the reception year – for five- to six-year-olds will be phased in over seven years, starting in 2002, to become part of the band of compulsory general education.



ing in close consultation with other critical stakeholders. The 1999 statistics on teacher qualifications indicated that 85 500 teachers were underqualified.

A 240 credit interim qualification, the National Professional Diploma in Education (NPDE), has been designed and ratified through SAQA processes. The programme will be implemented from January 2002 with an envisaged first intake of 10 000 educators. The mathematics and science project has also been launched to train intermediate and senior phase mathematics and science educators in all provinces.

Implementation of the project began in 2001 with 150 educators per province undergoing rigorous training. The training leads to the Advanced Certificate in Education or the NPDE.

The National Teaching Awards Scheme was launched in May 2000 by the Minister of Education to recognise excellence and dedication in the teaching profession. Over 275 teachers and schools were recognised.

### **Practitioner development**

The Directorate has begun to build the capacity of adult educators. The in-service training of practitioners is done at all levels on a cascading basis in the areas of OBE, learning programmes, assessment and learning-support material for adult learners. It has also supported a standards-generating task team to develop norms and standards for adult practitioners to provide educators in the ABET sector with a professional qualification.

The following training interventions took place in the Northern Province and Eastern Cape, where the *Ikhwelo* project is being implemented with 3 000 learners and 300 educators:

- specialist training in agriculture and SMME
- centre-governance training
- training of centre managers
- project management training of provincial project management committees
- training of practitioners in the placement of learners.

The Educator's Certificate for unqualified or

underqualified teachers aims to provide them with professional qualifications in the shortest possible time, without compromising standards. The teaching of mathematics, science and languages receives special attention, and students receive tuition in these subjects for at least two years. Because of the recognition of prior learning, matric is not necessarily a requirement for the Educator's Certificate for teachers who already have extensive teaching experience.

The standard of the course is equivalent to two years' post-matric, and the course provides access to the M3 (matric plus three years' teacher training) teacher qualification. The Department has approved the programme and curriculum.

### **Gender equity**

The Directorate: Gender Equity was established in the national Department of Education as well as gender units in the provinces. A policy framework is being finalised, which will constitute the Department's platform for action.

Two handbooks for schools have been developed, namely a module on the management of gender-based violence in schools for teachers, management and school governing bodies, and a handbook for mainstreaming gender in school education.

### **Labour relations**

The Directorate: Labour Relations aims to promote labour peace in education through formal and informal processes.

Ongoing assistance to provinces in human resource management has taken many forms. Direct assistance with dispute proceedings – conciliation, mediation and arbitration – has mostly led to quicker and more effective resolutions. Indirect assistance has included a number of capacity-building workshops and seminars on labour law and the handling of disputes.

The centralisation of public service bargaining on pay and benefits has resulted in greater co-operation across departments, and especially with the Department of Public

Service and Administration and the National Treasury in terms of the MTEF processes.

### **Educator provisioning and employment conditions**

The Directorate: Educator Provisioning and Employment Conditions has been seeking a solution to the contentious issue of educator-post provisioning. Learner-educator ratios have been under conflicting pressures by unions from the perspective of job security and by the Government from a fiscal perspective.

In an attempt to balance these imperatives in an educationally accountable way, the Department has engaged in a study of appropriate proportions of resource input to education. Provincial education budgets have been closely analysed and, where possible, are being restructured to provide for a greater percentage of expenditure on non-salary costs. The Directorate was part of the Ministerial Task Team appointed to assist the Eastern Cape in the provision of in-service development programmes.

The Directorate has developed a policy-driven model for the distribution of educator posts. This allows for teachers to be provided according to the complex curricular needs of each school. The computerised model has been implemented in all the provinces, with significant benefits for the planning and management of human resources. The model is being revised in order to accommodate other needs.

### **Human Resource Development Strategy**

In April 2001, the Ministries of Education and Labour jointly launched the Human Resource Development Strategy for South Africa: *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, and the general reshaping of further and higher education to meet the human resource development needs of the country.

The Strategy will ensure integrated human

research development planning and implementation, monitored on a national, regional and sectoral level. Progress will be 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, to work productively and competitively in order to achieve a rising quality of life for all, and to set in place an operational plan, together with the necessary institutional arrangements, to achieve this'.

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.

The benefits to the country from the successful implementation of this Strategy over the next five to 10 years will be significant. Primarily, the integration of different government policies will help to increase economic growth and employment, improve the standard of living for all, broaden participation in the labour market, and produce a more educated and trained citizenry.

### **HIV/AIDS**

The Ministry of Education works alongside the Ministry of Health to ensure that the national education system plays its part to stem the disease, and to ensure that the rights of all persons infected with HIV/AIDS are fully protected.

This priority has been operationalised into three objectives of the *Tirisano* implementation plan. Each is linked to anticipated outcomes and performance indicators. The three programmes outlined are:

- awareness, information and advocacy
- HIV/AIDS within the curriculum
- planning for HIV/AIDS and the education system.

Specific activities include:

- The Ministry's policy on HIV/AIDS for learners and educators has been converted into an accessible booklet aimed at educators,



school governing bodies and district officials. One million copies in a variety of official languages were distributed nationwide in February 2000, with a back-up communication campaign on radio and in print media.

- A large part of the special allocation set aside by Cabinet for the prevention of the spread of the disease; providing treatment, care and support; supporting research, monitoring and surveillance; and protecting human and legal rights, will be utilised by the Department of Education to rapidly expand the reach of its Life Skills/HIV/AIDS programme to at least one-third of all primary and secondary schools. Some of these funds have been allocated to provincial departments of education to each appoint two HIV/AIDS contract officials for three years. Each provincial department is required to designate an HIV/AIDS programme manager, as well as a working group. They are to implement, monitor and evaluate the programme, and advise management on programme implementation and progress.
- A collaborative HIV/AIDS impact assessment study has been completed on the education sector, with support from the United States Agency for International Development (USAID), under an agreement with the Department of Health. In this study, the effects of the epidemic on morbidity and mortality among learners and educators are assessed as well as the implications for the demand, supply and quality of education, management, teaching and social support services. Learner projections have been completed, and work is under way on staff projections.

## Partnerships and international relations

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. Several working partnerships have been and are being consolidated as the capacities of various sectors to contribute to educational development are better understood.

## Teacher unions

The majority of educators are organised into three teacher unions. A labour-relations framework has been jointly agreed to 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 in the field of education and training provision are extremely heterogeneous. Historically organised largely within the broader social movements, they played an important role in challenging the apartheid State around issues of transformation, including the field of education. Many have operated most effectively at community level. The NGO sector has undergone a massive process of reorganisation since 1994, when many of its leaders moved into the public sector and funds were increasingly channelled away from NGOs to support government more directly. The current NGO sector is emerging as an important partner in educational transformation and is often a source of creativity and innovation. The Department of Education is working with NGOs and the private sector to expand working 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 increasingly engaging in the provision of basic education by funding FET initiatives, building schools in needy communities, and supporting the provision of teaching and learning equipment.

## Public-private partnerships

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 READ in 1 200 primary schools, the Joint Education Trust in 600 high schools and the National Business Initiative-Colleges Collaboration Fund in all 152 technical colleges. More and more, committed private-sector entities will provide financial support to NGO projects prioritised by the public sector. The success of key national initiatives (including SANLI) will largely rely on partnerships with the private and NGO sectors.

### **The international community**

The international community has played an important role in working with the Department of Education to contribute to education transformation. The Department co-operates with the United Nations and with numerous donors to improve access to basic, further and higher education. Development co-operation partners such as the Danish Agency for Development Assistance, USAID, Swedish International Donor Agency, Canadian International Development Agency, Department of International Development (UK), the Netherlands, Belgium, IrishAid, the Finnish Government and the European Union, have been instrumental in the provision of technical and financial assistance to the national and provincial departments of education. The Ministry has also played a leading role in the development of a Southern African Development Co-operation protocol, and participates in the Education for All initiative. It has a strong collaborative relationship with the United Nations Educational, Scientific and Cultural Organisation (UNESCO) office. A key initiative in this regard was the undertaking from the UNESCO Conference of African Ministers of Education to open access to South Africa's HE institutions to exchange scholars and postgraduate students from the African continent.

### **Library and information services sector**

South Africa's growing library and information services sector includes a national library

and hundreds of public (municipal) libraries (most of which are affiliated to provincial services), special libraries, government libraries, and university and college libraries.

The Subdirectorate: Meta-information of the Department of Arts, Culture, Science and Technology is responsible for macro-policy on meta-information. The Subdirectorate also deals with matters pertaining to the South African Library for the Blind.

The legal deposit libraries are the National Library of South Africa, the Library of Parliament, the Bloemfontein Public Library, the Natal Society Library and the National Film, Video and Sound Archives. One copy of every document published must be deposited by publishers.

Documents encompass not only print media but also electronic publications, films and videos. Official publications depositories are depots where members of the public can obtain access to government publications, supporting the ideal of an open and transparent democracy. They are being established in each province, and will ensure that government information will be much more widely available.

Sabinet Online serves a wide range of online bibliographic and information services to government, academic and business institutional users in South Africa, neighbouring countries such as Botswana and Namibia, and other international clients. Nearly 600 institutions, mainly libraries, make use of Sabinet Online's services.

The National Library of South Africa Act, 1998 (Act 92 of 1998), came into effect on 1 November 1999 and created the National Library of South Africa (NLSA) which is the result of an amalgamation of the State Library in Pretoria and the South African Library in Cape Town. Previously, the two libraries were administered under the National Libraries Act, 1985.

The NLSA consists of a Pretoria Division and a Cape Town Division. The objectives of the National Library are to contribute to socio-economic, cultural, educational, scientific and innovative development by collecting, record-



ing, preserving and making available the national documentary heritage and promoting an awareness and appreciation thereof. It wants to foster information literacy and facilitate access to the world's information resources. These objects have been expanded into four strategic directions, which will determine the National Library's course for the new millennium. The strategic directions are: holding a mirror to the nation, building a bridge to the information society, levelling the playing-fields for access to information, and building a united and transformed organisation.

The NLSA is the custodian of the national information resource contained in material published in South Africa. It has built up comprehensive collections of material from and about southern Africa, each concentrating on specific areas. The collections are processed and made available for use in various ways.

The Cape Town Division is the national preservation library for all South African legal deposit publications (including *de luxe* editions) and rare or unique material. Its Conservation Department renders a national preservation service. Its collections have been augmented by donations of books, private manuscripts, photographs and other research material.

It makes its collections available on-site and also deals with thousands of telephone and written research queries annually. Research material is further made available by means of bibliographical research done and published by the Library. In addition, the Cape Town Division publishes facsimile editions of rare Africana items. Microfilming of South African newspapers, both current issues and older files, is undertaken.

The Pretoria Division is primarily the library for libraries. It facilitates access to the col-

lections of material in southern African libraries by means of bibliographic processing systems and, among other things, has the primary responsibility for compiling bibliographies of current material, exchanging bibliographic records with national bibliographic centres in other countries, and promoting and applying bibliographic standards. An important project is the compilation of bibliographies of publications in the indigenous South African languages.

In addition, it runs the national interlending system and acts as national centre for southern African and international lending, making its collections available to users in other libraries.

The nine provincial library authorities provide, in partnership with local governments, extensive public library services. Apart from their traditional lending services, public libraries are increasingly rendering community and general information services and providing study materials and facilities for students.

Resource centres provide information resources in a variety of media, arranged to facilitate information production and distribution and the development of information skills. They are mostly funded by NGOs.

Special libraries include the libraries of the country's two largest research organisations, namely the Council for Scientific and Industrial Research and the Human Science Research Council, and the South African Library for the Blind. This Library, founded in Grahamstown in 1919, provides a free country-wide library service of audio and braille books to visually impaired persons. The National Occupational Safety Association has the largest privately owned video and publication library in South Africa, with video titles on all aspects of occupational safety and health.





## Acknowledgements

Department of Arts, Culture, Science and Technology  
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