



SA YEARBOOK 2009/10
EDUCATION



The Bill of Rights, contained in the Constitution, 1996, stipulates that everyone has the right to a basic education, including adult basic education and further education, which the State, through reasonable measures, must progressively make available and accessible.

Education spending grew by 14% a year for the past three years and accounted for R140,4 million in 2008/09. It is expected to increase to R185 billion in 2012/13.

South Africa has one of the highest rates of government investment in education in the world.

In 2009, following the appointment of the new administration, the ministries of basic education and of higher education (HE) and training were established.

The National Education Policy Act, 1996 (Act 27 of 1996), empowers the ministers to determine national norms and standards for education planning, provision, governance, monitoring and evaluation.

The principle of democratic decision-making is exercised within the context of overall policy goals. In determining policy, the ministers take into account the competence of provincial legislatures and the relevant provisions of any provincial law relating to education.

The Department of Basic Education includes all schools from Grade R to Grade 12, as well as adult literacy programmes, while the Department of HE and Training deals with universities and the whole field of training, including post-school education and training, as well as coordination of the National Human Resource-Development Strategy (NHRDS).

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

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

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

In 2009, of South Africa's 24 974 schools, 14 485 were no-fee schools and about 1 500 were former Model C institutions.

In 2009, 68 129 candidates wrote the National Senior Certificate (NSC) examination, achieving a pass rate of 60,7%.

National and provincial departments of education

The national departments share a concurrent role with the provincial departments of education for school education, Abet, Early Childhood Development (ECD) and FET colleges. The South African Schools Act, 1996 (Act 84 of 1996), further devolves responsibility to school level by delegating the governance of public schools to democratically elected school-governing bodies (SGBs), consisting of parents, educators, non-educator staff and (secondary school) learners.

Relations with provincial departments of education are guided by national policy, within which the provincial departments have to set their own priorities and implementation programmes.

The National Education Policy Act, 1996 formalised relations between national and provincial authorities, and established the Council of Education Ministers (CEM) and the Heads of Education Departments Committee (Hedcom) as inter-governmental forums to collaborate in developing the education system.

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 Systems Planning and Monitoring

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

Key policy issues of the branch for the next five-year period include:

- finalising and implementing national norms and standards for providing school infrastructure and funding
- strengthening the national Education Information Management System to enhance planning through sample audits of provinces in data collection, development and implementation of the Learner Unit Record Tracking System, a school administration-management system and the Business Intelligence System
- analysing of and reporting on education expenditure and investment, as well as promoting optimal budgeting processes to ensure access, equity and redress
- ensuring effective and efficient labour relations and the development of education staff to improve the quality of learning, teaching, developing and monitoring
- providing legal and legislative services.
- reviewing Abet and implementing the mass literacy campaign
- facilitating the implementation of school sports and enrichment programmes
- supporting and strengthening curriculum-driven HIV and AIDS activities through peer education and ensuring care and support
- ensuring the successful and increased implementation of the National School Nutrition Programme (NSNP).

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

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

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

The department 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.

The department's School-Enrichment Unit 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.

General Education and Training

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

Key priorities of the branch include:

- expanding access to ECD, particularly for children in rural, farming and other marginalised communities

Social and School Enrichment

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

The key priorities of the branch are:

- improving safety in schools that experience high levels of crime and violence
- increasing the participation and success rates of girls in gateway subjects in higher grade and preventing barriers to equity for girls in the education system
- ensuring access and retention of learners in rural and farm schools
- implementing special social cohesion plans

In April 2009, the University of Pretoria's Department of Library Services joined the ranks of other world-renowned libraries, becoming one of only 27 institutions – and the only one in sub-Saharan Africa – to belong to the World Digital Library Project. The project is a joint initiative of the United States of America's Library of Congress and the United Nations Educational, Scientific and Cultural Organisation. Only one other library in Africa – the *Bibliotheca Alexandrina* in Egypt – is part of the World Digital Library Project. The World Digital Library will be available on the Internet, free of charge. It will be in a multilingual format and will include material from cultures around the world: manuscripts, maps, rare books, musical scores, recordings, films, prints, photographs, architectural drawings and other cultural material.



- providing Grade R to all children
- working towards ensuring a reception year in all schools with a foundation year
- further developing a truly inclusive system of education, including the consolidation of special schools
- ensuring that there are no underqualified educators
- 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

According to the *Development Indicators, 2009*, there has been a steady annual increase in the literacy rate from 2002. By 2007, 74% of adults were literate.

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.

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

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

By June 2009, progress included offering classes to 620 000 learners in 11 languages, at 35 000 venues across South Africa.

The campaign also created about 75 000 short-term teaching jobs.

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

The Bridges to the Future Initiative (an information and communications technology [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 of Basic Education is already responsible for children in grades one to three as part of compulsory schooling. The department intends to ensure that all children have access to Grade R by 2010.

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

Regarding the birth-to-four-years age group, the Department of Basic Education is a member of the ECD Interdepartmental Committee (including the departments of health and of social development), which has developed the Birth-to-Four National Integrated Plan. The plan is linked to government’s Expanded Public Works Programme (EPWP). The EPWP creates employment and training opportunities for, among others, ECD practitioners. By July 2009, the Department

of Social Development provided training to more than 25 000 ECD practitioners.

The registration of ECD sites is the responsibility of the Department of Social Development in terms of the Child Care Act, 1983 (Act 74 of 1983). Municipalities/local governments also have constitutional power to provide child-care facilities and grants to associations. These regulations are applicable to both public and independent ECD sites. The Department of Social Development increased the registration of ECD sites from 13 743 to 14 401 in 2009/10 and increased the number of children in registered ECD centres to 758 000.

Education of learners with special needs

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

These factors include:

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

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

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

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

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

District-based support teams are being developed to provide support to educators whose learners have been identified as needing additional support. This will enable children, the majority of whom could not access education in the past because of the unavailability of specialised services and support in rural and previously disadvantaged areas, to gain access to education.

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

Existing special schools are being strengthened so that some of them can serve as resource centres for full-service schools and ordinary schools in their areas.

Higher Education and Training

The scope of the Department of HE and Training covers all public and private HE institutions, colleges and the skills-development sectors, which include Setas, the National Skills Authority (NSA) and the National Skills Fund (NSF).

HE is central to the social, cultural and economic development of modern societies.

The Department of HE and Training is responsible for allocations to HE institutions (estimated at R19,9 billion in 2010), skills development through the Setas and the NSF (estimated at R21,9 billion in 2010) and FET colleges (estimated at R3,37 billion in 2010).

The HE landscape consists of the following institutions:

- University of the Witwatersrand
- University of Cape Town
- Rhodes University
- Stellenbosch University
- University of the Western Cape (incorporating the Dental Faculty of Stellenbosch University)
- University of Zululand
- University of Venda
- University of the Free State (incorporating the QwaQwa Campus of the University of the North and the Bloemfontein Campus of Vista University)
- North West University (from the merger of the universities of Potchefstroom, and Vista Sebokeng Campus with North West)
- University of Pretoria (incorporating the Mamelodi Campus of Vista University)

- University of KwaZulu-Natal (from the merger of the University of Natal and the University of Durban-Westville)
- University of South Africa (Unisa) (after the merger of Unisa, which incorporated the Vista University Distance Education Campus with Technikon SA)
- Tshwane University of Technology (from the merger of Pretoria, North West and Northern Gauteng technikons)
- Durban Institute of Technology (from the merger of Natal Technikon and Technikon ML Sultan)
- Central University of Technology, Free State (formerly Technikon Free State)
- Mangosuthu Technikon
- University of Johannesburg (from the merger of Rand Afrikaans University, which incorporated the Soweto and East Rand campuses of Vista University with Technikon Witwatersrand)
- University of Limpopo (from the merger of the Medical University of South Africa and the University of the North)
- Nelson Mandela Metropolitan University (from the merger of the University of Port Elizabeth, which incorporated the Port Elizabeth Campus of Vista University with Port Elizabeth Technikon)
- Walter Sisulu University in the Eastern Cape (from the merger of the University of Transkei, Border Technikon and Eastern Cape Technikon)
- University of Fort Hare (which incorporated the East London Campus of Rhodes University)
- Cape Peninsula University of Technology (from the merger of the Cape and Peninsula technikons)
- Northern Cape Institute of HE
- Mpumalanga Institute of HE
- 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).

The role of HE in the South African education system is three-fold:

- Human-resource development (HRD): Mobilising human talent and potential through lifelong learning to contribute to the social, economic, cultural and intellectual life of a rapidly changing society.
- High-level skills training: Training and providing person-power to strengthen the country's enterprises, services and infrastructure. This

A 2009 report by Child Gauge noted that South Africa had achieved universal primary education, in line with the millennium development goals, and had also achieved gender parity in education. More children are staying in school until Grade 12, and it is estimated that about 85% of children now receive 12 years of education – either in schools or colleges.



requires the development of professionals with globally equivalent skills, but who are socially responsible and conscious of their role in contributing to the national development effort and social transformation.

- Producing, acquiring and applying new knowledge: National growth and competitiveness depend on continuous technological improvement and innovation, driven by a research and development system that integrates the research and training capacity of HE with the needs of industry and of social reconstruction.

National Plan for Higher Education

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

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

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

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

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

The Department of HE and Training has accepted a proposal for the establishment of a moni-

toring and oversight body to deal with challenges of transformation in HE institutions. In 2009, the Ministry of HE and Training established an expert committee of individuals from HE and civil society to investigate progress towards transformation and social cohesion and the elimination of discrimination in public HE institutions. This was in response to growing allegations of discriminatory practices and policies within HE institutions.

The oversight body, which will be based in the department's office, will also complement the work of the Council on Higher Education (CHE).

Further Education and Training

The FET Branch is responsible for developing policy for grades 10 to 12 in public and independent schools, as well as in public and private FET colleges.

It oversees the integrity of assessment in schools and colleges, and offers an academic curriculum as well as a range of vocational subjects. FET colleges cater for out-of-school youth and adults.

The branch oversees, coordinates and monitors the system's response to improved learner participation and performance in Mathematics, Science and Technology (MST). It devises strategies aimed at the use of ICT, and supports curriculum implementation through the national educational portal, Thutong (www.thutong.org.za).

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.

In August 2009, President Jacob Zuma addressed 1 500 school principals from across the country. The Minister of Basic Education, Ms Angie Motshekga, the Minister of Higher Education and Training, Dr Blade Nzimande, and education ministers from all the provinces attended. The conference was aimed at giving school principals an opportunity to inform the President of problems affecting their schools. Follow-up talks in provinces would be hosted by premiers and provincial ministers.



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.

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 consists of equal representation of the employer (the national and provincial departments of education) and employees (trade unions representing educators and other employees in the sector) and is a bargaining council for the education sector. The council aims to create effective and constructive labour relations in the education sector and ensure the promotion and transformation of education at all levels within society.

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

Two collective agreements on an occupation specific dispensation (OSD) for educators were signed in April 2008 by the then Department of Education and trade unions in the ELRC. The OSD is intended to improve remuneration packages for educators.

National Student Financial Aid Scheme (NSFAS)

The NSFAS received R63 million in 2009/10.

The NSFAS is responsible for:

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

General and Further Education and Training Quality Assurance Council (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.

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.

In terms of the NQF Act, 2008 (Act 67 of 2008), the quality councils (QCs) will, among other things:

- develop and manage subframeworks and make recommendations to relevant ministers
- ensure the development of qualifications or part of qualifications as are necessary for their sec-

tors, which may include appropriate measures for the assessment of learning achievement

- recommend qualifications or part qualifications to the Saqa for registration.

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 QCs
- 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.

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

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

The National Qualifications Framework (NQF) Act, 2008 (Act 67 of 2008), which serves to replace the South African Qualifications Authority Act, 1995 (Act 58 of 1995), became effective in June 2009. The Act provides for the creation of three qualifications subframeworks that are integrated into one NQF.

Umalusi becomes one of three quality councils, with the Council on Higher Education and the Quality Council for Trades and Occupations being the other two. Umalusi will have an extended mandate, which includes developing standards and qualifications for its sector. Umalusi developed the draft General and Further Education and Training Qualifications Framework, which was gazetted for comment in 2009.



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.

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.

Equity in education expenditure

Equity between and within provinces is achieved through the equitable division of national revenue between provinces, making use of the Equitable Shares Formula (ESF), the national norms and standards for school funding and the national post-provisioning norms.

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

The national norms and standards for school funding, which became national policy in 1999, aim to achieve equality and redress poverty at schools in terms of non-personnel expenditure within a province.

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

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

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

Equity in this regard is promoted by the national post-provisioning norms. These norms have contributed to the narrowing of inequalities regarding educator:learner ratios, and the availability of more educator posts in historically disadvantaged areas.

Education policy Legislative framework

Education policy is informed by the following legislation:

- The National Education Policy Act, 1996 identifies the policy and legislative and monitoring responsibilities of the 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 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 SGBs is in place in public schools countrywide.

- The FET Colleges Act, 2006 (Act 16 of 2006), provides for the establishment, governance and funding of public FET colleges, the employment of staff (excluding the principal and deputy principal) at public FET colleges, the registration of private FET colleges and general provisions for the running of such colleges. The Act is in line with the *Education White Paper 4 on FET (1998)*.
- The HE Act, 1997 provides for a unified and national system of HE and for the establishment, governance and funding of public HE institutions, the registration of private HE institutions and general provisions regarding such institutions. The Act, the *Education White Paper 3 on HE (1997)* and the National Plan for HE form the basis for the transformation of the HE sector.
- The Employment of Educators Act (EEA), 1998 (Act 76 of 1998), regulates the professional, moral and ethical responsibilities and competencies of educators. The EEA, 1998 also stipulates who the employer of educators is, how educators are employed and who determines their conditions of service. It also provides for an incapacity code, procedures for poor work performance and a disciplinary code and procedures for dealing with misconduct.
- The Abet Act, 2000 (Act 52 of 2000), provides for the establishment of public and private adult-learning centres, funding for Abet provision, the governance of public centres and quality-assurance mechanisms for the sector.
- The goal of the *White Paper on E-Education (2003)* is that all teachers, learners, managers and administrators will be ICT-capable by 2013. Guidelines for teacher development identified three categories of professional development, namely:
 - basic ICT competencies
 - integration of ICT into teaching and learning
 - specialisation and innovation in ICT in education.

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.

During 2009, the no-fee status of schools was extended from 40% to include 60% of learners nationally by 2010. These learners will be attending 64% of schools.

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

By mid-2009, 71% of the backlog to provide reliable water had been dealt with, access to decent sanitation improved to 69% and 76% of the backlog to reliable electricity had been addressed.

General school education

General school education is structured according to the Foundation Phase, Intermediate Phase and Senior Phase, and constitutes the compulsory component of the education system. The progressive provision of Grade R prior to Grade One started in 2002. Learner access to Grade R is increasing. By February 2009, 1 732 Grade R sites had registered with the then Department of Education, catering for about 45 950 learners.

Curriculum

The NCS seeks to create a lifelong learner who is confident and independent; literate, numerate and multiskilled; compassionate, with respect for the environment; and the ability to participate in society as a critical and active citizen.

The NCS builds on the vision and values of the Constitution.

These principles include:

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

The NCS (grades R to Nine) has been implemented in the Foundation Phase (grades R to three) since 2004, the Intermediate Phase (grades four to six) since 2005, and in grades seven and 10 since 2006. Grades eight, nine and 11 were implemented in 2007 and Grade 12 in 2008.

Mathematics became compulsory for the first time in 2006. In 2008, learners started writing the NSC examination, offering seven subjects from a choice of 29. Examination papers are set nationally and benchmarked against international papers. The results in numeracy were 30% higher in 2008 than in 2007.

Focus schools of technology will be set up in each province. In terms of the curriculum, focus schools can be created and learners offered opportunities for gaining new skills. At provincial level, schools suitable for conversion to focus schools will be identified to meet the demand for new and responsive skills.

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

The Policy on Religion and Education gives directives on how schools should address issues relating to religious observance, instruction and education, which are curriculum matters.

It recognises diversity among learners and aims to foster tolerance, respect and understanding among learners of different backgrounds.

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

By August 2009, government was working on a review of the national curriculum to establish challenges in terms of managing, implementing and assessing it.

The report was published in October 2009 and recommended, among other things, changes that will relieve teachers and schools of some of the

challenges experienced and leave more time for teaching and learning.

It also recommends targeted support for teachers and schools.

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

By March 2009, the NSNP supported some 5,6 million learners in about 18 000 schools on a daily basis during school terms, at a cost of R1,50 per child per day. This programme received an additional R4 billion in 2009/10 to enhance the programme's sustainability.

In 2009, there were 6 503 food gardens in schools. About 26 408 food handlers were working on the programme and received a payment every month.

Funding for the NSNP will increase to reach 8,6 million children in 2012/13.

National Strategy for Mathematics, Science and Technology Education

In 2005, the then Department of Education introduced the National Strategy for MST Education to double the number of learners passing high-level Mathematics in South Africa to 50 000 by 2008. 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 intervention aimed to ensure that qualified teachers and quality learning and teaching support material were available in all these schools, and that teachers taught for the duration of the seven hours teaching time every day. From 2006 to 2008, interventions were mainly directed to Mathematics, but in 2009 and 2010 there was an increased focus on Physical Science.

There were 298 621 candidates who wrote Mathematics in the 2008 NSC examinations. This was an unprecedented number of learners writing the subject and marked a significant shift in attempts to create a mathematically literate society. Of the candidates who wrote Mathematics, 136 503 passed the examination. Some 53 469 learners in Dinaledi schools wrote the Mathematics examinations in 2008 and 30 786 or 57,5% of them passed. The Dinaledi schools constitute 8% of the total number of schools that offer Mathematics, but contributed 23% of the total number of learners who passed Mathematics in 2008.

A challenge facing the education system is that many schools still have to teach without basic learning and teaching material, including textbooks. The department provided core material to 60% of the poorest schools at the beginning of the 2009 academic year. All learners in these schools were provided with material aligned to the curriculum for the different grades – a minimum pack for primary schools, and seven textbooks per child for secondary schools.

The Dinaledi Schools Project is but one of many initiatives to improve learning outcomes in schools.

School-safety measures

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

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

- public schools must take reasonable measures to ensure the safety of learners during tours and sporting activities, including insurance against accidents
- learners and educators who undertake a school tour are not allowed to carry drugs, alcohol or weapons
- upon return from a tour or sporting activity, the supervising educator must submit a report to the principal, who in turn will submit it to the departmental official who approved the tour
- a public school must obtain written consent from parents of learners who will be undertaking the tour
- public-school vehicles for transporting learners must have insurance and roadworthy certificates, and drivers of such vehicles must be in possession of valid driver's licences and professional driving permits.



In April 2009, the Pan-African Mathematics Olympiad was held. The olympiad is organised by the South African Mathematics Foundation and supported by the Department of Science and Technology. Greg Jackson of Diocesan College in Cape Town and Arlton Gilbert of Star College in Durban won gold medals, while Dessi Nikolov of Eunice High School in Bloemfontein in the Free State received a silver medal, and Hlanganani Shibambo of Wordsworth High School, in Benoni on the East Rand, a bronze medal. South Africa achieved second place overall in the olympiad and was one of 13 countries that participated.

The regulations were published in 2008 for public comment before being gazetted into legislation.

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

South African Schools Football World Cup Partnership

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

This is a collaborative effort by the Department of Basic Education, SRSA, the FIFA Organising Committee and the South African Broadcasting Corporation (SABC) to mobilise and educate South African learners about the 2010 FIFA World Cup™ tournament.

The first phase of “My 2010 School Adventure”, the Schools Confederations Cup championships, was held in May 2009 in Johannesburg. School teams from all provinces adopted countries that took part in the Confederations Cup. More than 250 000 learners participated in this event, representing more than 8 500 schools.

The education pillar of “My 2010 School Adventure” was held at Museum Africa, Johannesburg, in June 2009, where learners showcased their artworks, poems, essays and traditional dances. Educators were also part of this project and their portfolios were displayed to show how they had introduced “My 2010 School Adventure” in their classrooms.

School sport

The cream of South Africa's school sport talent was in action at the National School Winter Games Championships that took place in Durban

in July 2009. Teams from each province competed against each other in four ball sports, namely, football, tennis, netball and volleyball.

The winners participated in the prestigious Southern Africa's Confederation of School Sport Associations of Southern Africa Ball Games, the primary southern African competition for these sports on school level.

The SRSA, in collaboration with experts identified by its sport scientific directorate, as well as officials from various sports federations, select high-performing talented athletes, to include them in the talent-development programmes run by provincial academies and high-performance centres. The programmes give learners a chance to hone their skills for further international participation. The event formed part of the SRSA's declared intention to provide South African youth with opportunities to participate in sport, and was an outcome of the partnership between the SRSA, the Department of Basic Education and provincial stakeholders.

About 2 230 athletes representing all provinces participated.

Health promotion

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

This priority has been operationalised into three objectives. Each is linked to anticipated outcomes and performance indicators.

In May 2009, the then Department of Education announced the "Teacher Laptop Initiative". This is part of a critical strategy to take forward the objective of improving information and communications technology (ICT) in teaching and learning. The initiative aims to ensure that every teacher owns and uses a laptop by providing them with a monthly allowance, which will cover the purchase costs as well as the costs of connectivity. The ICT package will consist of appropriate hardware and software, as well as Internet connectivity, all with prescribed minimum specifications. Educators participating in the initiative will be required to use the facility in their teaching, as well as for administration. The initiative was phased in from July 2009, starting with the most senior teachers. A monthly allowance will be paid to qualifying educators for a period of five years, renewable every five years, upon proof of acquiring the computer.



The three programmes are:

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

The National Strategic Plan for HIV and AIDS and Sexually Transmitted Infections (STIs) 2007 – 2011 aims to:

- reduce sexual transmission of HIV by 50% by 2011
- strengthen social-behaviour change programmes, interventions and curriculum strategies and approaches to the prevention of sexual and intravenous transmission of HIV, customised for different target groups with a focus on children vulnerable to and at higher risk of HIV-infection within education institutions
- implement school-based interventions targeted at reducing HIV-infection among school-going youth
- use schools as centres of care and support
- monitor and evaluate schools-based interventions on life skills, HIV and AIDS.

Training was provided to provincial and district officials as well as school communities in implementing the policy at district and school level.

The Department of Basic Education has also:

- strengthened and customised the life skills, HIV and AIDS and sexual reproductive health curriculum in educational institutions
- implemented peer-education programmes in secondary and primary schools to complement the Life Skills Programme in the curriculum.

Peer-education training camps were held in North West, Mpumalanga, KwaZulu-Natal and the Free State. Educators and learners were trained on drug and substance use and abuse, values and gender issues, reproductive health, teenage pregnancies, STIs, and safety and violence issues.

Draft guidelines on the implementation of peer-education programmes in South African schools were finalised in 2009.

A quarterly newsletter, *The Health Mate*, is published and distributed in the *Daily Sun* and *City Vision* (Western Cape) newspapers as a forum to promote healthy lifestyles among secondary school learners.

Health screenings target Grade R to Grade Four learners identified with the following conditions:

- outstanding immunisations
- hearing and vision loss
- gross loco motor dysfunction
- intentional injuries and child abuse

- oral health
- mental health with special focus on attention deficit hyperactivity disorder.

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.

Education management and governance development

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

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

Educator development

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

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

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

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

To increase the number of educator trainees, the Fundza Lushaka bursaries were introduced. An investment of R700 million was received in 2009 to support more than 9 000 student educators.

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

Research to collect data on un- and underqualified educators in the system was commissioned. The outcome of this was a five-year plan for a focused systemic approach to educator upgrading, which was implemented from 2009.

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 will visit schools regularly and provide support.

These non-negotiables require two pillars of support. The first of these is the NEED-U, which will evaluate all parts of the system to unearth constraints and problems in ensuring quality education. The other pillar is that of effective school leadership – a key component of the system.

Education infrastructure

Since 2009, the National Education Infrastructure Management System has been 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. By mid-2009, the second phase of the project was in progress. It will provide 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.

In 1998, the education infrastructure budget was R481 million. In 2007, the budget totalled

R3,9 billion (an increase of 810%). It grew to R5,04 billion in 2008/09 and will increase to R5,5 billion in 2009/10 and R8,5 billion in the 2011/12 financial year.

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 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.

In June and September 2009, the Department of Basic Education, together with various partners, collaborated to produce study material to assist Grade 11 and Grade 12 learners.

The first edition of the popular *Study Mate* was available to all learners and was distributed free of charge to schools via the provincial and district offices at the beginning of the second term. This

edition was a survival kit for Grade 12 learners and consisted of tips by expert subject specialists on how to approach the examination. It also consisted of the examination timetable and other hints.

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

The SABC launched *Matrix Uploaded*, a programme for Grade 11 and 12 learners in Mathematics, Mathematics Literacy, Physical Science, English (first additional language), Accounting, Life Orientation and Life Sciences on SABC 1 in June 2009.

The Department of Basic Education collaborated with Liberty Life and Independent Newspapers to produce a new edition of *Maths 911* for Grade 11 and 12 learners. These books were distributed free to 125 000 learners nationally. Further support was available in the *Weekly Matrix Matters*, which appeared in the independent newspapers and on the Mindset Channel on DSTV.

In September 2009, the Department of Basic Education, together with Avusa Media, published a 48-page tabloid book comprising exemplar examination papers for Grade 12 learners. The exemplars were written by top educators in their respective fields and assessed by curricula specialists.

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 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

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

Development cooperation with partners such as Flanders, France, China, the Japan International Cooperation Agency, Norway, the Danish International Development Agency, United States Agency for International Development, the Swedish International Development Cooperation Agency, the Netherlands, the Irish Aid, 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 ministries of education play a leading role in developing the Southern African Development Community Protocol on Education and Training, which aims to achieve equivalence, harmonisation and standardisation of education in the region.

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

The Ministry of Education chairs the Bureau of the Conference of Ministers of Education of the

African Union (AU), which is monitoring the implementation of the AU's Second Decade of Education Plan of Action (2006 – 2015). The department has a strong collaborative relationship with the UN Educational, Scientific and Cultural Organisation. A key initiative of the collaboration is the development of national Education for All (EFA) action plans.

As part of regional consultations on implementation, the department participates in assessing progress in the elaboration of the EFA plans of countries in sub-Saharan Africa, and exchanges information on best practices in the development of these plans.

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 girl learners not only access education but that their retention and achievement rate increases. It is founded on three pillars, namely career mentorship, skills development and advocacy. The GEM Skills Development Programme aims to address gender disparities through education and advocacy.

The movement has 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

ArcelorMittal donated R250 million that will go towards the building of 10 schools over a period of seven years. Each school will have classrooms, an administration centre, a library, a laboratory, ablution facilities, water, electricity, fencing and furniture. One school will be built in each province and the Eastern Cape will receive two schools.



sets out standard measures to be taken to respond to situations of alleged and actual sexual violence and harassment across school communities, as well as assisting victims with reporting procedures and seeking intervention and support.

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

As a way of enabling educators to use these measures, six inserts of *Generations* were developed and distributed to schools through *The Teacher*. The aim of this resource is to provide information and practical support to educators when they are handling issues linked to gender. The two topics that were discussed in *Generations* were preventing and managing learner pregnancy at schools and preventing and managing sexual violence and harassment at schools.

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 were revised to ensure that small rural schools were 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.

Considerable progress has been achieved since the establishment of the Rural Education Directorate in 2007. A strong interprovincial network has been established and the directorate, in collaboration with provinces, also drafted the National Framework for Quality Education in Rural Areas. This document calls on all education role players to sharpen their focus towards the delivery of quality education in rural and farm schools.

It focuses on the following five areas:

- quality of teaching and learning
- attracting and retaining learners
- planning, restructuring and improving infrastructure
- effective school governance and management
- advocacy and sustainable partnership to implement programmes directed at broader rural development and community participation.

The strategic plan, in keeping with recommendations made by the Ministerial Commission on Rural Education, drafted two guidelines, namely for:

- mergers and closures of small and non-viable schools
 - the implementation of Section 14 agreements.
- The directorate also focused on multigrade teaching and hostel development, which have a particular impact on rural schools.

National Human-Resource Development Strategy

The revised NHRDS for the period 2010 to 2030 was discussed by Cabinet in August 2009 where it was decided that further work needed to be done to achieve greater alignment between the strategy and the electoral mandate; to take the economic conditions into account; to include a stronger vision for the Setas as well as the location of the FET colleges; and to reflect on the unintended consequences of the merger of some of the institutions of higher learning. The aim of this strategy is to achieve articulation between the subsystems (public-private and across government) for optimal achievement of systemic outcomes; and to facilitate a continuing analysis of HRD and the functioning of the labour market.

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

The strategy commits, among other things, to:

- overcome the shortages in the supply of people with priority skills needed to achieve accelerated economic growth, increasing the number of appropriately skilled people to meet the demands of economic and social development priorities
- ensure improved universal access to quality basic education and schooling
- develop programmes aimed at equipping recipients with the requisite skills to overcome poverty and unemployment
- ensure that young people have access to education and training that enhance opportunities and increase their chances of success in further vocational training and sustainable employment
- improve technological and innovation capability and outcomes in the public and private sectors
- ensure that the public sector has the capability to meet the strategic priorities of the South African developmental state.

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

Libraries Library and information services (LIS) sector

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

South Africa has more than 11 373 libraries, with 77 HE libraries, 9 416 school libraries, 79 government departmental libraries, one national library with two branches, and 1 800 public libraries provided by provincial and local government (library services and metro libraries). In addition, the Department of Basic Education has provided classroom libraries to schools and has facilitated a programme of providing mobile libraries to provincial departments of education.

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

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*.)

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

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

The Library Charter, unveiled in 2008, sets the new direction for the country's community libraries.

Acknowledgements

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