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**Country Analysis  
Education**

**South Africa**



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2007

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# 1. General educational situation

## 1.1 Educational History

### **Before Europeans**

Before the Europeans came to South Africa the emphasis was on traditional forms of education. Khoisan- and Bantu-speaking societies transmitted cultural values and skills within kinship-based groups, villages or districts. Nguni-speaking chiefdoms educated young men in age-groups in knowledge and skills vital to their survival and prestige under the instruction of respected military, religious or political leaders. Women were often educated in small groups of siblings or cousins in domestic and agricultural skills.

### **European schools**

The earliest European schools in South Africa were established in the Cape Colony in the late 17th century by the Dutch Reformed Church. In rural areas basic literacy and math skills were taught. British mission schools came to South Africa after 1799.

By 1827 at least two dozen English-language schools operated in rural areas of the Cape Colony. But devout Afrikaners considered English language and curriculum irrelevant to rural life and Afrikaner values.

### **Africans and education**

In the 1820's Britain encouraged families to emigrate to South Africa. The parents of these families placed a high priority on education. Throughout this time religious schools in the eastern Cape accepted Xhosa children. After the mid-nineteenth century many Nguni-speaking groups in Natal sent their children to mission schools. As part of its pacification campaign throughout the nineteenth century the government financed teacher trainer classes for Africans.

### **Enrolment**

By 1877 60 percent of school-age children in Natal and 49 percent in the Cape Colony were enrolled in school. Primarily because of the Afrikaner resistance to British education the percentages in the African republics was much lower, 12 percent in the Orange Free State and 8 percent in the Transvaal.

In the late nineteenth century ward schools, rural schools, district schools and a few secondary schools received government assistance. During the last decades African enrolment in government schools was virtually abolished. African children attended mission schools and were taught by clergy or lay teachers, sometimes with government assistance.

### **Higher education**

In 1829 the multiracial South African College was established by the government, which later became the University of Cape Town. In 1841 a few Africans were accepted to religious seminaries. In 1852 Afrikaners were given the right to establish their own higher learning institution in the Transvaal and the Orange Free State. Four more universities were founded in the 1850's and 1860's.

### **Racial groups**

In 1948 the National Party won the election and insisted that all high-school graduates were required to be proficient in both Afrikaans and English. The Bantu Education Act (No. 47) of 1953 widened the gaps in educational opportunities for different racial groups. The number of black schools increased in the 1960's but the curriculum was designed to educate the children for menial jobs. In the 1970's spending on black education dropped to only 10 percent of that spent on white education.

On June 16, 1976 violence erupted because of the decision of prime minister Verwoerd to enforce a regulation that one-half of all high school classes should be taught in Afrikaans.

The National Policy for General Affairs Act (No. 76) of 1984 provided some improvements in black education but maintained the overall separation called for by the Bantu education system. White and black children were required to attend school between the ages of seven and sixteen, but the law for the black children was only enforced weakly. Asian and colored children were required to attend school between the ages of seven and fifteen.

Teacher : pupil ratios in primary schools averaged 1:18 in white schools, 1:24 in Asian schools, 1:27 in colored schools, and 1:39 in black schools. Another big difference was the percentage of certified teachers; 96 percent in white schools and only 15 percent in black schools.

### **Apartheid "outdated"**

In 1986 President P.W. Botha stated that the concept of apartheid was "outdated", and behind-the-scenes negotiations had begun between government officials and Nelson Mandela.

The apartheid laws were being lifted in the 1990's and president De Klerk established the Education Coordination Service to manage education during the political transition of the 1990's. In 1993 education experts came together to formulate a policy framework for restructuring education. In January 1995, all government-run primary and secondary schools were officially integrated, and the first stage of the transformation in education had begun.

## **1.2 Formal education**

### **1.2.1 Formal Education system**

#### **Numbers in 2005**

In South Africa in 2005 there were 13.936.737 learners in the education system, who attended 34.162 educational institutions and were served by 437.330 educators and lecturers. Of these 34.162 educational institutions 26.592 were ordinary schools and 7.570 were other education institutions, including Adult Basic Education and Training centres, special schools, Early Childhood Development sites, public Further Education and Training colleges and public Higher Education institutions. To see the distribution of learners in the education system see appendix 1.

In 2005, the national average learner-to-educator ratio at ordinary schools in the country was 32.0, ranging, by province, from 29.0 in Gauteng to 33.9 in Limpopo. The national average for public schools was 32.8 and for independent schools, 16.2.

#### **Department of Education**

The national Department of Education is responsible for education across the country and each of the nine provinces also has its own education department. The central government provides a national framework for school policy, but administrative responsibility lies with the provinces. Elected school governing bodies have a significant say in the running of their schools. The national Department of Education is responsible for higher education, but higher education institutions have a fair amount of autonomy.

Most state schools are state-aided to some extent: the government provides the minimum, and parents contribute to basics and extras in the form of school fees. Fees vary considerably, depending on factors such as class size, facilities and the quality of teaching offered.

#### **Grades**

School spans from grade 0, otherwise known as grade R (reception year), through to grade 12 or "matric" (year of matriculation). The matric pass rate, which was as low as 40% in the late 1990s, continues to improve each year, reaching 68.3% in 2005. Under the South African Schools Act of 1996, education is compulsory for all South Africans from age 7 (grade 1) to age 15 (grade 9).

There are three broad bands of education in South Africa; General Education and Training, Further Education and Training, and Higher Education and Training. For an image about the make up of the educational system see appendix 2.

- General Education and Training runs from grade 0 to grade 9 and also includes Adult Basic Education and Training (ABET).
- Further Education and Training runs from grade 10 to grade 12 and also includes career oriented education and training offered in technical colleges, community colleges and private colleges.
- Higher Education and Training, or tertiary education, includes education for undergraduate and postgraduate degrees, certificates and diplomas, up to the level of the doctoral degree.

### **Budget**

Education in South Africa gets a large part of the government expenditure, usually around 20 percent. In 2006 the education budget was 17.8 percent of the total budget.

A lot of money is needed to rectify the imbalances in education, because of the apartheid legacy. The greatest challenges lie in the poorer, rural provinces like the Eastern Cape and KwaZulu-Natal. Schools are generally better resourced in the more affluent provinces such as Gauteng and the Western Cape.

### **Racial groups**

Of adults over 15 years old 24 percent are illiterate. Teachers in township schools are poorly trained and the matric pass rate remains low.

65 percent of whites over twenty years old and 40 percent of Indians have a high school or higher qualification, this figure is only 14 percent among blacks and 17 percent among the colored population.

For the most recent statistics and information check the South African Department of Education site to see annual reports on the educational system:

<http://www.education.gov.za/>

## **1.2.2 National Qualifications Framework (NQF)**

The National Qualifications Framework (NQF) is a Framework on which standards and qualifications are registered. NQF levels are used throughout the South African education system.

The structure of the NQF is outlined below:

NQF level	Band	Qualification type
1	General Education and Training	Grade 9 or ABET level 4 National certificates
General Education and Training certificate (GETC)		
2 3 4	Further Education and Training	National certificates
Further Education and Training certificate (FETC)		
5 6	Higher Education and Training	<ul style="list-style-type: none"> <li>• Post-doctoral research degrees</li> <li>• Doctorates</li> </ul>

7 8		<ul style="list-style-type: none"> <li>• Masters degrees</li> <li>• Professional Qualifications</li> <li>• Honors degrees</li> <li>• National first degrees</li> <li>• Higher diplomas</li> <li>• National diplomas</li> <li>• National certificates</li> </ul>
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## 1.3 Government education policy

### 1.3.1 Legislation

The following legislation are the most important for education in South African policy:

- The National Education Policy Act, 1996 identifies the policy, legislative and monitoring responsibilities of the Minister of Education and formalizes relations between national and provincial authorities;
- The South African Schools Act, 1996 promotes access, quality and democratic governance in the schooling system. It makes schooling compulsory for children aged 7 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 FET Act, 1998 and the Education White Paper 4 on further education and training provide the basis for developing a nationally coordinated system, comprising the senior-secondary component of schooling and technical colleges;
- The HE Act, 1997 provides for a unified and nationally planned system of higher education. The HE Act, 1997, Education White Paper 3 on higher education, and the National Plan for higher education form the basis for the transformation of the higher education sector;
- The Employment of Educators Act, 1998 (Act 76 of 1998), regulates the professional, moral and ethical responsibilities and competencies of educators.
- The ABET Act, 2000, provides for the establishment of public and private adult learning centers, funding for adult basic education and training provisioning, the governance of public centers and quality assurance mechanisms for the sector;
- The HE Amendment Act, 2002, clarifies and brings legal certainty to labor and student matters regarding the mergers of public higher education institutions.

### 1.3.2 Government priorities

In 2000 the Minister of Education, has prioritized eight areas to guide the work of the department:

- Improving access and results through quality of service and opportunity. This includes ongoing reviews to ensure that school education and the curriculum are of a high standard; expanding access to Early Childhood Development, including accelerating the provision of Grade R to all children by 2010, improving school infrastructure, and enhancing teacher education and training;
- Equipping pupils and students with appropriate skills, especially with regard to Mathematics, Science and Technology;
- Supporting sectors that are critical to skills development, especially with regard to creating a vibrant, responsive and flexible further education and training college sector;

- Improving funding for education, especially at provincial level;
- Supporting and enhancing higher education, especially in consolidating the merger process at higher education institutions and enhancing access to the NSFAS.
- Education for all, especially with regard to adult literacy and education;
- Partnerships in government and beyond, especially those pertaining to the provision of school infrastructure and the alignment of Adult Basic Education and Training with the Expanded Public Works Program;
- Making the system work, especially with regard to ensuring free access to quality education for those who cannot afford to pay school fees.

For the most recent government legislation and policy check the South African Department of Education site: <http://www.education.gov.za/>

## 1.4 The quality of education

The Department of Education itself acknowledges that 'there is considerable evidence that the quality of education in South African schools is worryingly low relative to what South Africa spends on schooling'. There is a distinction between urban and rural areas. Schools in informal settlements within urban and rural areas (the former homelands) remain marked by poor quality.

### **Teacher qualification**

In 1996, the Department of Education introduced a policy of rationalization and redeployment of teachers. Because of the racial dynamics of South African society this policy did not work out as was planned. Teachers in the better-resourced parts of the system did not move to the poorer-resourced parts of the system. Instead, poorer provinces employed new teachers. These teachers may have been under- or unqualified, because the percentage of under- or unqualified teachers has risen. In 1975, 11 percent of educators were unqualified or under qualified, in 1985 it increased to 17 percent, and in 1994 to 36 percent. By 2000 it had decreased to 22 percent, but this percentage is still very high.

### **Learners' scores**

In the book, *Getting Schools Working*, Taylor, Muller and Vinjevold argue that 'studies conducted in South Africa from 1998 to 2002 suggest that learners' scores are far below what is expected at all levels of the schooling system, both in relation to other countries (including other developing countries) and in relation to the expectations of the South African curriculum'. For example, Tanzania spends about half as much as South Africa in terms of expenditure over GNP, scores measuring reading skills amongst Tanzanian learners are about 50 percent higher than South Africa's scores. Their research has revealed that at the end of the first three years of schooling, learners have only a rudimentary grasp of the principles of reading and writing.

### **Textbooks**

There has been a gradual improvement mixed with continuing challenges in the provision, procurement, use and quality of texts. Success in delivery of textbooks and stationery to schools is mixed across provinces. Studies on procurement, management, dissemination and recovery systems have found that most schools have some system for recording delivery of books, but they are not efficient or systematic.

### **Government interventions**

The South African government has been implementing dramatic new policies to improve access, equity, quality and democracy in education, and quality improvements have been linked to efforts to achieve equity and greater access to schooling.

## 1.5 Religion within education

The leading religion in South Africa is Christianity, about 80 percent of all South Africans are Christians. Followed by 350,000 Hindus, perhaps 400,000 Muslims, more than 100,000 Jews, and smaller numbers of Buddhists, Confucians, and Baha'is. These religions can be found in religious schools and in religion education in public schools.

### Types of religious schools

In South Africa there are two types of religious schools, religious independent schools and public schools on private property with a recognized religious character. These types of schools have the right to specify a religious ethos and character.

Religion has a part in the national curriculum of South Africa and therefore both kinds of religious schools are required to achieve the minimum outcomes for Religion Education.

### Religion in public schools

Public schools must avoid adopting a particular religion, or a limited set of religions, that advances sectarian or particular interests. Schools should be explaining what religions are about, with clear educational goals and objectives, in ways that increase understanding, build respect for diversity, value spirituality, and clarify the religious and non-religious sources of moral values. This is done partly through Religion Education.

### Religion Education

Religion Education is a curricular program with clear and age-appropriate educational aims and objectives, for teaching and learning about religion, religions, and religious diversity in South Africa and the world. The study of religion must serve recognisable educational goals that are consistent with the aims and outcomes of other learning areas, and like other learning areas in the curriculum, programs in Religion Education must contribute to developing basic skills in observation, listening, reading, writing, and thinking.

Religion Education has a part in the National Curriculum Statements for General and Further Education and Training, it is a part of the Life Orientation learning area.

Together with programs like Life Skills and Social Responsibility, it serves to impact on the ethical and moral dimensions of pupil development.

A new subject called Religious Studies shall also be introduced in the Further Education and Training band for matriculation purposes, as an optional, specialized, and examinable subject, with a possible career orientation towards teaching, social work, community development, public service, and related vocations.

## 1.6 Literacy

Total %, adult literacy rate (15 and over)		Male %, adult literacy rate (15 and over)		Female %, adult literacy rate (15 and over)	
2000-2004	Projected 2015	2000-2004	Projected 2015	2000-2004	Projected 2015
82,4	91,5	84,1	91,6	80,9	91,4

Total %, youth literacy rate (15-25)		Male %, youth literacy rate (15-25)		Female %, youth literacy rate (15-25)	
2000-2004	Projected 2015	2000-2004	Projected 2015	2000-2004	Projected 2015
93,9	97,0	93,5	96,0	94,3	98,0



Linked to the literacy statistics are numbers correlating with the percentage of educated people and the percentage of people below the poverty line. Even though there is quite a long history of adult literacy activities throughout South Africa, there are some 1.5 million adults who have had no education at all. Another 4.6 million adults aged 15 and older have had no schooling above Grade 6. About 19,3% of the population aged 20 and above have never been to school. Further, the percentage of unschooled population is much higher in the rural areas, at 52%, than in the urban areas, at 14%.

For the most recent numbers on literacy rates check unesco for statistics:

<http://www.unesco.org>

## 1.7 Teacher education

Teacher qualifications in South Africa, leaves something to be desired. Teacher education has been separate from the three broad bands of education in South Africa. To better ensure the quality of teacher education it has recently become a part of Higher Education.

### **Bachelor of Education**

There now is a four year Bachelor of Education degree (BEd), which includes the equivalent of one full-time year of supervised practical teaching experience in schools. This will be the standard qualification for students wishing to teach in any learning area, subject and phase.

The BEd will be the standard IPET (Initial Professional Education of Teachers) qualification and there will be several routes to achieve it.”

### **Standards**

Following are the norms and standards for educators “Standards for the Design and Delivery of Educator Development Programs”. They include the following standards that encourage imaginative and flexible program design:

- Providers develop programs and an institutional ethos which develops educators as extended professionals and lifelong learners;
- Programmes are increasingly offered in modes of delivery that allow practising educators to attend;
- Learning materials are developed and used to create spatial flexibility in courses; and
- Assignments are designed to encourage problem solving within authentic contexts.

As long as these standards are followed the education program will lead to a BEd. The Bachelor Education degree can be offered through full or part-time study at contact Universities or part-time study through distance learning.

### **Advanced Diploma in Education**

Following the bachelor will be the Advanced Diploma in Education (ADE), this will be offered to graduates with an appropriate first degree who wish to teach. This will replace and be equivalent to the current Post Graduate Certificate in Education (PGCE) and the higher diploma in education.

PGCE was a one year course which provided an entry point into the education profession. A course which prepares for teaching in the senior phase of the General Education and Training band, grade 7-9, and Further Education and Training band, grade 10-12, of formal schooling and non formal contexts.

### **Qualification routes**

The Ministry of Education has determined the following qualification routes for teacher education in South African universities:

- The four-year BEd degree is the preferred standard IPET qualification to be offered by Universities;
- A one year Post-Graduate Diploma following an approved first degree;
- The possible introduction of a new three-year Diploma by an institution accredited to do so;
- Conversion programs, with funding support, to enable eligible serving teachers to move into scarce learning areas, subjects or phases;
- The future of the National Professional Diploma in Education (NPDE) and the Advanced Certificate in Education (ACE) will be reviewed, based on an assessment of need and value.

### **Teacher development**

In South Africa there are several ongoing projects to help teachers develop:

- The RNCS project aims to prepare national and provincial teams of trainers who orientate teachers for the delivery of the Revised National Curriculum (RNC) in the year of implementation.
- The National Framework for Teacher Education aims to address historical backlogs in levels of teacher performance as well as improve initial professional education of teachers, their continuing professional development and the supporting mechanisms needed.
- The Mathematics, Science and Technology Program aims to improve the qualifications and skills of teachers in these subjects.
- The National Professional Diploma for Educators (NPDE) Program aims to train teachers who do not have teaching qualifications as a result of historical backlogs.
- The National Teaching Awards acknowledge teachers in eight categories of performance at provincial and national level.

## **1.8 Conclusions**

South Africa's education system is still suffering under the apartheid legacy. A lot of effort and money is put into education and this is slowly taking effect. Through the years there is a slow but steady improvement in South African education. Literacy rates are steadily rising and schooling curriculum's are being adjusted over the years to better fit the changing environment. However education in South Africa is far from ideal. There is a great shortage in qualified teachers and the differences in the education that the different races in South Africa enjoy is far to great.

## 2. Primary education

### 2.1 School attendance

The Gross Enrolment Ratio (GER) and Gender Parity Index (GPI) of 2005, in the General Education and Training band, is sorted by province and gender in the following table:

Province	Gender	GER (%)	GPI
Eastern Cape	Female	107	1.00
	Male	107	
	Total	107	
Free State	Female	85	0.98
	Male	87	
	Total	86	
Gauteng	Female	93	0.99
	Male	94	
	Total	94	
KwaZulu-Natal	Female	93	0.96
	Male	98	
	Total	96	
Limpopo	Female	96	0.95
	Male	102	
	Total	99	
Mpumalanga	Female	92	0.95
	Male	97	
	Total	95	
North West	Female	83	0.97
	Male	85	
	Total	84	
Northern Cape	Female	89	0.98
	Male	91	
	Total	90	
Western Cape	Female	92	1.00
	Male	92	
	Total	92	
<b>National</b>	<b>Female</b>	<b>94</b>	<b>0.97</b>
	<b>Male</b>	<b>97</b>	
	<b>Total</b>	<b>96</b>	

GER is defined as the number of learners, regardless of age, enrolled in a specific school phase (e.g. GET band for Grades R to 9) as a percentage of the total appropriate school-age population (e.g. five to 14-year-olds for the GET band). Gender Parity Index (GPI) is defined as GER for females divided by GER for males. This index is used to indicate the level of access of females to education, compared to that of males.



Bellow is a table on the attendance at Educational Institutions, by race, 1995-2003:

7-15 year olds		1995	1999	2001	2003
All	Attendance rate (%)	96.4	95.4	95.1	96.6
African	Attendance rate (%)	97.0	95.2	94.8	96.5
Coloured	Attendance rate (%)	97.0	94.5	96.7	96.9
Asian	Attendance rate (%)	99.1	96.6	97.4	95.9
White	Attendance rate (%)	99.1	98.1	96.4	98.2

For the most recent statistics check the South African Department of Education site:  
<http://www.education.gov.za/>

## 2.2 Providers of primary education

In 2005 there were 19.260 primary schools, with 7.681.324 learners and 228.957 educators.

The providers of General Education and Training in South Africa are:

- The government. The biggest provider of primary education in South Africa is the government, providing South Africa with public schools.
- Following are independent (private) schools, which are far fewer in number and can be set up by everyone in South Africa as long as they abide by government legislation. In total independent schools only catered for 2.8% of all of South Africa's learners in 2006.
- Finally there are some 10.000 home educating families in South Africa. The numbers have been escalating each year since it was legalised in 1996. Parents can receive support from associations, legal organisations, curriculum providers and support groups in their communities.

## 2.3 School Accessibility

### Access to basic education

School fees are set at annual public meetings of school governing bodies 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.

In his Budget Speech on 23 February 2005, the Minister of Finance, Mr. Trevor Manuel, announced that government had developed proposals for improving the targeting of funding for schools and the regulations governing school fee exemptions, especially for poor households.

The plan of action to progressively improve access to free and quality education for all was made public in June 2003 and includes mechanisms to ensure the following:

- Greater inter provincial equity so that learners with similar levels of poverty receive the same minimum level of school funding.
- The abolition of compulsory school fees, where adequate levels of resourcing are reached for 40% of learners in the poorest schools.
- A national norm based on a minimum basic package of R450 per school term in 2004, to be allocated per learner for non-personnel recurrent items, starting with the poorest 20% of learners. Adequate per-learner funding for the poorest 60% of learners in the poorest schools will be phased in over three years.
- The granting of automatic fee exemptions to learners who qualify for certain social service grants and payments.

### **Costs**

As can be read above, education fees are established each year by school governing bodies, and parents who cannot afford to pay school fees are granted an exemption or reduction. These fees cover education, basic stationary and books. Additional costs are only made for uniforms.

### **School admission policy**

The age of admission to Grade 1 is five years if the child turns six on or before the 30<sup>th</sup> of June in their Grade 1 year. However, if a parent has reason to believe that their child is not school-ready at age five turning six, they can choose to send their child to Grade 1 at age six turning seven.

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.

A learner may register at any public school, if there are vacancies. But most schools have a feeder zone, an area the school is obliged to favour when admitting students.

The order of preference for admission to schools is:

- Children whose parents live in the school's feeder zone - this includes parents who live at their place of work, such as domestic workers.
- Children whose parents work in the feeder zone.
- The rest are admitted on a first-come, first-served basis, and may be placed on a waiting list.

However, the provincial department of education is obliged to find a place in school for every learner. The feeder zone system does not apply to private or independent schools, which generally have far more stringent admission requirements than public schools.

### **School distance**

There is state assistance for learner transport in richer provinces (such as Gauteng and the Western Cape), but provision of learner transport, especially in rural areas, comes nowhere near matching the need for it.

## **2.4 Forms of primary education**

### **Early Childhood Development**

The Department of Education is responsible for children in grades 1 to 3 as part of compulsory schooling. One of the priorities of the department is to increase access to Early Childhood Development (ECD) provisioning through an accredited reception year program. This policy focuses on expanding Early Childhood Development provision, correcting the imbalances of the past, ensuring equitable access and improving the quality and delivery of ECD programs.

The medium-term goal of the department is for all children entering Grade 1 to have participated in an accredited Grade R programme by 2010.

All Early Childhood Development practitioners should be recognised and registered as educators and participate in all professional development programs.

### **General Education and Training**

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

- Foundation Phase: the Foundation Phase lasts three years. Basic learning activities during this phase centre on three learning programs, namely Literacy, Numeracy and Life Skills. One additional language is introduced in Grade 3.
- Intermediate Phase: during the three-year Intermediate Phase (grades 4 to 6), schools decide on the nature and number of learning programmes based on the resources available to the school. However, these learning programmes should draw on the eight learning areas.
- Senior phase: the Senior Phase accounts for grades 7 to 9. During these years, learners have to be offered the following eight learning programmes: Languages, Mathematics, Arts and Culture, Life Orientation, Social Sciences, Natural Sciences, Economic and Management Sciences, and Technology. Grade 9 signals the end of compulsory schooling.

### **Result of General Education and Training**

The qualification following General Education and Training is a national certificate, called a General Education and Training Certificate. GET gives the learner a general and basic education that is aimed at providing learners with a basic grounding that will allow them to move to different environments whether to employment or further education and training. This certificate or qualification follows after a set of examinations. This qualification may be registered with the National Qualifications Framework (NQF) at level 1. NQF levels are accumulated when education is continued, this is a part of the new government initiated Lifelong Learning.

## **2.5 Curriculum**

The curriculum of General Education and Training in South Africa is build upon the Curriculum 2005 that was introduced into schools in 1998. This curriculum was revised and this resulted in the National Curriculum Statement for Grades R-9.

### **Language**

Learners' home languages should be used for learning and teaching whenever possible. This is particularly important in the Foundation Phase where children learn to read and write.

### **Learning areas**

There are eight learning areas in the National Curriculum Statement:

- Languages;
- Mathematics;
- Natural Sciences;
- Technology;
- Social Sciences;
- Arts and Culture;
- Life Orientation;
- Economic and Management Sciences.

The Learning Area Statements provide a guideline of requirements and expectations from Grade R to 9 for schools in the General Education and Training band.

### **Learning programs**

Learning Programs must ensure that the prescribed outcomes for each learning area are covered effectively and comprehensively.

- In the Foundation Phase, there are three Learning Programmes: Literacy, Numeracy and Life Skills.

- In the Intermediate Phase, Languages and Mathematics are distinct Learning Programs.
- In the Senior Phase, there are eight Learning Programmes based on the Learning Area Statements.

Teachers are responsible for the development of Learning Programs. The Department of Education provides policy guidelines for the development of Learning Programs in order to support this process.

#### **Time allocations**

In terms of the National Education Policy Act, (1996), the formal teaching time per school week is 35 hours. This is set out in the following table:

<b>Phase</b>	<b>Grade</b>	<b>Time</b>	
Foundation Phase	R, 1 and 2	22 hrs	30 mins
	3	25 hrs	
Intermediate Phase	4, 5 and 6	26 hrs	30 mins
Senior Phase	7	26 hrs	30 mins
	8 and 9	27 hrs	30 mins

The formal teaching time allocations for the Foundation Phase are presented below as percentages of the times in the table above:

<b>Learning Program</b>	<b>Time (%)</b>
Literacy	40
Numeracy	35
Life Skills	25

For the intermediate and senior phase:

<b>Learning Area/Program</b>	<b>Time (%)</b>
Languages	25
Mathematics	18
Natural sciences	13
Social sciences	12
Technology	8
Economic and Management sciences	8
Life orientation	8
Arts and Culture	8

For information on the newest national curriculum check the South African Department of Education site:

<http://www.education.gov.za/curriculum/>

## **2.6 Management, and community involvement**

In accordance with the South African Schools Act of 2006, the professional management of public schools is to be undertaken by the principal, while governance is to be vested in its governing body. The rights of parents to be involved in school governance was also acknowledged in this Act.

#### **School governing body**

Governing bodies should comprise elected members, the principal and co-opted members. Elected members should comprise parents of learners in the school, educators and other staff members at the school, and learners in the eighth grade or higher in secondary schools. In all cases the number of parents must be in the majority.



In accordance with the Act the school governing body must, among others, fulfil the following functions:

- develop the mission statement of the school;
- adopt a code of conduct for learners of the school after consultation with the learners, parents and educators of the school;
- determine the admission policy and language policy of the school, within the framework laid down in the National Education Policy Act and the South African Schools Act, and any other applicable provincial law;

This list does not include the full range of responsibilities of governing bodies, it illustrates role of the school governing body.

### **The school community**

In disadvantaged communities, many parents have had no prior experience of school governance and do initially require training.

Despite South Africa's wealth relative to its neighbours, the legacy of apartheid continues to be felt. The country has one of the highest income inequalities in the world with large numbers of people living below the poverty date line. Parent involvement in such pore communities is often difficult as many parents and caregivers are struggling to survive and have little or no energy left for social obligations.

### **School principal**

The establishment of democratically elected governing bodies has changed the political structure of schools and the nature of decision making (Squelch 2000). However, in practice, principals are often reluctant to relinquish or even share their power and authority. Moreover, school governing bodies often "delegate authority back to the principal", thus preserving the status quo (Lindle 1996). This appears to be common in many schools situated in previously disadvantaged communities, particularly where the principal has made no attempt to empower the school governing body.

## **2.7 Government assistance**

The South African government gives assistance to primary schools in different ways. The most important assistance is financial assistance. The largest part of the South African budget goes to education. The public schools are funded in a way that allows for schools to operate even in the absence of school fees paid by parents.

The department of education also provides primary schools with a well defined curriculum. The implementation and success of this curriculum is monitored on a regular bases and revised when necessary.

The South African government also has several important education acts to which schools must abide.

For more information on government legislation go to the South African Department of Education site:

<http://www.education.gov.za/>

## 2.8 Future plans

Following is a table reporting on the future plans for General Education and Training:

GENERAL EDUCATION AND TRAINING					
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2007	2008	2009	2010	2011
To expand access to quality Early Childhood Development (ECD) opportunities, especially for poor communities	60% of learners aged 5 enrolled in Grade R classes.	70% of learners aged 5 enrolled in Grade R classes.	80% of learners aged 5 enrolled in Grade R classes.	85% of learners aged 5 enrolled in Grade R classes.	Review of quality of ECD programmes in place and support programme in place to strengthen provisioning.
	40% percent of practitioners in registered ECD sites (targeting children 0 to 4 years) trained in the basics of Early Childhood Development.	50% percent of practitioners in registered ECD sites trained in the basics of Early Childhood Development.	65% of practitioners in registered ECD sites (targeting children 0 to 4 years) trained in the basics of Early Childhood Development.	70% of practitioners in targeted ECD sites participating in appropriate skills development programmes.	All practitioners in targeted ECD sites participating in appropriate skills development programmes.
To ensure effective implementation of the curriculum	Implementation of NCS in Grades 8 and 9 closely monitored and schools supported for effective introduction of curriculum in these grades.	Implementation of NCS strengthened at Intermediate and Senior Phases to ensure articulation with FET.	All schools receiving professional support for effective implementation of curriculum.		
	All Grade 8 and 9 classes have necessary LTSM for curriculum implementation.	60% of the poorest schools have access to necessary reference materials for curriculum implementation.	50% of all schools have access to library services and receive ongoing support from curriculum advisors.	60% of all schools have access to library services and receive ongoing support from curriculum advisors.	All GET schools adequately resourced and supported for the effective implementation of the NCS.
To improve access and quality of education for learners with special educational needs	Norms and standards for resourcing Inclusive Education are approved, for system-wide implementation.	12 full service schools are resourced in line with the approved norms and standards for resourcing Inclusive Education, and other identified inclusive mainstream schools supported. 30 District-Based Support teams established in the 30 nodal areas.	20% of all mainstream schools and all District-Based Support Teams resourced in line with the approved norms and standards for resourcing Inclusive Education.	40% of all mainstream schools resourced in line with the approved norms and standards for resourcing Inclusive Education.	60% of all mainstream schools resourced in line with the approved norms and standards for resourcing Inclusive Education.
	A Standards Framework for Special Schools is developed to evaluate and rationalise provisioning at special schools.	Identified special schools as resource centers are upgraded in line with funding norms and standards. Review, rationalisation and upgrading of services at most neglected special schools.	Strengthening of identified special schools as resource centers. Rationalisation and upgrading of services at remaining neglected special schools.		
To attract and ensure appropriately qualified and competent teachers in all learning areas at all levels, with special focus on scarce skills	National bursary programme for student teachers targeting priority areas.	System in place to capture up-to-date data on teacher shortages and priority areas in the various provinces.	Bursaries being awarded in accordance with identified provincial skills needs and shortages.	Significant number of key teacher appointments in provinces graduates of national bursary programme.	Significant growth in quality applications for teacher training in HEIs in identified priority areas.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2007	2008	2009	2010	2011
	Professional development framework and validation criteria developed.	Accredited programmes in place for the development of critical skills.	Database and planning systems for providers, programmes and recording of professional development points in place.	Introductory phase of Continuing professional development being conducted in line with the National Framework on Teacher Education and Development and PD points being awarded to all participating teachers.	Second phase of Continuing professional development being conducted in line with the National Framework on Teacher Education and Development and PD points being awarded to all participating teachers.
To ensure effective professional leadership at all levels of the system.	Audit of district capacities completed and resource requirements, to ensure adequate professional and administrative support for schools quantified, based on national and international models of good practice.	All provinces have credible plans for the adequate resourcing of education districts.	40% of all education districts are adequately resourced and offer meaningful support to schools.	70% of all education districts functioning effectively.	
	Advanced Certificate in Education: School Leadership field test implemented.	Second year of field test of entry level qualification of principals implemented.	Entry-level qualification for principal piloted nationally.	National pilot of entry level qualification for principals implemented.	Entry-level qualification for principals declared policy.
Provide regular, credible and up-to-date data on school performance and learner achievement	Systemic assessments conducted on representative samples of schools and learners at grade 3 and grade 6 levels for monitoring achievement in literacy and numeracy.  Baseline information on learner performance in numeracy and literacy in the Foundation Phase available for all schools in five districts identified for accelerated improvement through the Quality Improvement, Development, Support and Upliftment Programme.	Findings from the grade 3 national assessment available to guide policy and inform interventions in learning programmes.  Baseline information on learner performance in numeracy and literacy in the Foundation Phase available for all schools in additional nine districts identified for accelerated improvement through QIDS UP.	Findings from the grade 6 (SACMEQ) international assessment available to guide policy and benchmark learner achievement.  Baseline information available for monitoring school performance and learner achievement progress in 60% of all primary schools.	National assessment conducted on a representative sample of schools and learners at grade 6 level for monitoring achievement in literacy and numeracy.  All education districts supporting school-based annual assessments of learners' literacy and numeracy skills at all grades.	Findings from the grade 6 national assessment available to guide policy and inform interventions in learning programmes.

## 2.9 Adult Basic Education and Training

Adult Basic Education and Training is a part of the General Education of South Africa.

### Start of ABET

The 2001 Census showed that at least four million South Africans in the 20 years and-over age group had no schooling at all, while another four million had limited schooling at primary school level. This translated into at least 18% of the population, excluding school-going children, being in need of basic literacy interventions.

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

The National ABET Board is an advisory body to the minister, and receives reports from all sectors on the progress of the Multi-Year Implementation Plan.

### ABET

Adult Basic Education and Training is available to adults who want to finish their basic education. An outcomes-based programme, ABET aims to provide basic

learning tools, knowledge and skills, and provides participants with nationally recognised qualifications.

The four levels of Adult Basic Education and Training are equivalent to Grades R to 9. ABET programs are overseen by the National Adult Basic Education and Training Board.

ABET includes training in:

- language, literacy and communication;
- mathematical literacy, mathematics and mathematical sciences;
- natural science;
- arts and culture;
- life orientation;
- technology;
- human and social science;
- economic and management science.

Learners can also choose to take courses in:

- small, medium and micro enterprises;
- tourism;
- agricultural science;
- ancillary health care.

### **Literacy Agency**

The Department of Education established the South African Literacy Agency (SANLI) to significantly reduce adult illiteracy by:

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

Since the establishment of SANLI in 2002, more than 320.000 adults have been reached in various non-formal sites, while more than 635.913 have been reached through the public adult learning centres.

## **2.10 Conclusions**

The general education of South Africa has a well defined program. The curriculum is constantly reviewed and adjusted to fit the needs of the educational system. The school attendance is overall good and the government is trying to improve the accessibility of schools to provide for every potential learner.

However as can be read in the first chapter of this report just attending school is not enough, the school has to provide good education, and because of the shortage of well trained teachers in South Africa this is a problem in the general education.

But even though there are problems, South Africa is making strides in the improvement of the general education as can be seen by the fairly new Adult Basic Education and Training programs.

## 3. Secondary education

### 3.1 School attendance

The Gross Enrolment Ratio (GER) and Gender Parity Index (GPI) of 2005, in the Further Education and Training band, is sorted by province and gender in the following table:

Province	Gender	GER (%)	GPI
Eastern Cape	Female	74	1.29
	Male	57	
	Total	65	
Free State	Female	79	1.10
	Male	72	
	Total	75	
Gauteng	Female	97	1.07
	Male	90	
	Total	94	
KwaZulu-Natal	Female	89	1.08
	Male	82	
	Total	86	
Limpopo	Female	104	1.14
	Male	91	
	Total	98	
Mpumalanga	Female	94	1.11
	Male	85	
	Total	89	
North West	Female	78	1.10
	Male	70	
	Total	74	
Northern Cape	Female	77	1.06
	Male	73	
	Total	75	
Western Cape	Female	81	1.21
	Male	67	
	Total	74	
<b>National</b>	<b>Female</b>	<b>88</b>	<b>1.13</b>
	<b>Male</b>	<b>77</b>	
	<b>Total</b>	<b>82</b>	

GER is defined as the number of learners, regardless of age, enrolled in a specific school phase (e.g. GET band for Grades R to 9) as a percentage of the total appropriate school-age population (e.g. five to 14-year-olds for the GET band).

Gender Parity Index (GPI) is defined as GER for females divided by GER for males. This index is used to indicate the level of access of females to education, compared to that of males.

Following are the FET statistics of 2006 sorted by gender, grade and province.

Province	School Sector	Gender	FET Band			
			Gr. 10	Gr. 11	Gr. 12	Total
Eastern Cape	Independent	Female	1 350	1 375	1 793	4 518
		Total	2 582	2 521	3 024	8 127
	Public	Female	84 004	67 418	41 859	193 281
		Total	153 614	118 801	74 309	346 724
	Both	Female	85 354	68 793	43 652	197 799
		Male	70 842	52 529	33 681	157 052
Total		156 196	121 322	77 333	354 851	
Free State	Independent	Female	567	569	462	1 598
		Total	1 159	1 196	846	3 201
	Public	Female	34 425	25 914	16 172	76 511
		Total	67 520	48 623	30 433	146 576
	Both	Female	34 992	26 483	16 634	78 109
		Male	33 687	23 336	14 645	71 668
Total		68 679	49 819	31 279	149 777	
Gauteng	Independent	Female	7 120	6 907	6 629	20 656
		Total	14 001	13 088	12 083	39 172
	Public	Female	77 610	64 235	38 172	180 017
		Total	154 194	120 310	70 175	344 679
	Both	Female	84 730	71 142	44 801	200 673
		Male	83 465	62 256	37 457	183 178
Total		168 195	133 398	82 258	383 851	
KwaZulu-Natal	Independent	Female	2 151	1 956	2 381	6 488
		Total	3 844	3 392	4 132	11 368
	Public	Female	112 921	111 607	68 611	293 139
		Total	223 440	212 272	129 709	565 421
	Both	Female	115 072	113 563	70 992	299 627
		Male	112 212	102 101	62 849	277 162
Total		227 284	215 664	133 841	576 789	
Limpopo	Independent	Female	1 156	1 118	1 934	4 208
		Total	2 049	2 132	3 425	7 606
	Public	Female	100 293	82 768	58 798	241 859
		Total	194 983	151 303	107 347	453 633
	Both	Female	101 449	83 886	60 732	246 067
		Male	95 583	69 549	50 040	215 172
Total		197 032	153 435	110 772	461 239	

<b>Mpumalanga</b>	<b>Independent</b>	<b>Female</b>	985	929	1 184	3 098
		<b>Total</b>	1 894	1 752	2 168	5 814
		<b>Public</b>	<b>Female</b>	42 968	38 440	22 271
	<b>Both</b>	<b>Total</b>	83 253	72 214	40 873	196 340
		<b>Female</b>	43 953	39 369	23 455	106 777
		<b>Male</b>	41 194	34 597	19 586	95 377
<b>Total</b>	85 147	73 966	43 041	202 154		
<b>North West</b>	<b>Independent</b>	<b>Female</b>	375	295	291	961
		<b>Total</b>	710	572	526	1 808
		<b>Public</b>	<b>Female</b>	42 605	36 327	21 425
	<b>Both</b>	<b>Total</b>	83 501	69 519	39 507	192 527
		<b>Female</b>	42 980	36 622	21 716	101 318
		<b>Male</b>	41 231	33 469	18 317	93 017
<b>Total</b>	84 211	70 091	40 033	194 335		
<b>Northern Cape</b>	<b>Independent</b>	<b>Female</b>	192	187	138	517
		<b>Total</b>	320	276	209	805
		<b>Public</b>	<b>Female</b>	9 333	6 714	3 958
	<b>Both</b>	<b>Total</b>	18 570	12 885	7 614	39 069
		<b>Female</b>	9 525	6 901	4 096	20 522
		<b>Male</b>	9 365	6 260	3 727	19 352
<b>Total</b>	18 890	13 161	7 823	39 874		
<b>Western Cape</b>	<b>Independent</b>	<b>Female</b>	1 057	864	977	2 898
		<b>Total</b>	2 090	1 743	1 985	5 818
		<b>Public</b>	<b>Female</b>	46 359	33 117	23 089
	<b>Both</b>	<b>Total</b>	86 026	58 303	40 565	184 894
		<b>Female</b>	47 416	33 981	24 066	105 463
		<b>Male</b>	40 700	26 065	18 484	85 249
<b>Total</b>	88 116	60 046	42 550	190 712		
<b>National</b>	<b>Independent</b>	<b>Female</b>	14 953	14 200	15 789	44 942
		<b>Male</b>	13 696	12 472	12 609	38 777
		<b>Total</b>	28 649	26 672	28 398	83 719
	<b>Public</b>	<b>Female</b>	550 518	466 540	294 355	1 311 413
		<b>Male</b>	514 583	397 690	246 177	1 158 450
		<b>Total</b>	1 065 101	864 230	540 532	2 469 863
	<b>Both</b>	<b>Female</b>	565 471	480 740	310 144	1 356 355
		<b>Male</b>	528 279	410 162	258 786	1 197 227
		<b>Total</b>	1 093 750	890 902	568 930	2 553 582

Bellow is a table on the attendance at Educational Institutions, by race, 1995-2003:

16-18 year olds		1995	1999	2001	2003
All	Attendance rate (%)	86.0	84.2	82.6	83.1
African	Attendance rate (%)	87.3	86.2	83.8	84.8
Coloured	Attendance rate (%)	70.9	64.8	64.2	65.4
Asian	Attendance rate (%)	82.8	77.3	77.3	72.0
White	Attendance rate (%)	89.4	86.7	91.6	88.0

For the most recent statistics check the South African Department of Education site:  
<http://www.education.gov.za/>

## 3.2 Providers of secondary education

In 2005 there were 5.851 secondary schools, with 3.828.705 learners and 123.947 educators.

The providers of Further Education and Training in South Africa are the same as for General Education and Training:

- The government. The biggest provider of primary education in South Africa is the government, providing South Africa with public schools.
- Following are independent (private) schools, which are far fewer in number and can be set up by everyone in South Africa as long as they abide by government legislation. In total independent schools only catered for 2.8% of all of South Africa's learners in 2006.
- Finally there are some 10.000 home educating families in South Africa. The numbers have been escalating each year since it was legalised in 1996. Parents can receive support from associations, legal organisations, curriculum providers and support groups in their communities.

## 3.3 School Accessibility

### Admission policy

Further Education and Training institutions can determine their own admission policy after consulting the academic board of the institution. The only requirement is that the policy of a public further education and training institution does not unfairly discriminate in any way.

Learners enter Further Education and Training after the completion of the compulsory phase of education in Grade 9 or via the Adult Basic Education and Training route.

### More information

For more information on costs and school access see 2.3 School Accessibility.

Overall the rules that apply for school fees and for access to education are the same for Further Education and Training.

## 3.4 Forms of secondary education

### Further Education and Training

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



The FET offers national certificate qualification which is a year course which provides experience of the workplace environment and an opportunity to enter higher education studies subject to appropriate subject combinations. There are three compulsory subjects and four vocational subjects.

### Result of Further education and Training

After completing one of the NQF levels of Further Education and Training the learner receives a Further Education and Training certificate. This certificate can be used for employment or to go on to Higher Education and Training.

## 3.5 Curriculum

The curriculum for Further Education and Training can be seen in the table below:

	NQF level 2	NQF level 3	NQF level 4
<b>Fundamentals</b>  (The 3 fundamental subjects are included with the core and optional subjects for all the programmes)	<ul style="list-style-type: none"> <li>English/Afrikaans/IsiXhosa First Additional language</li> <li>Life Orientation</li> <li>Mathematics OR</li> <li>Mathematical Literacy</li> </ul>	<ul style="list-style-type: none"> <li>English/Afrikaans/IsiXhosa First Additional language</li> <li>Life Orientation</li> <li>Mathematics OR</li> <li>Mathematical Literacy</li> </ul>	<ul style="list-style-type: none"> <li>English/Afrikaans/IsiXhosa First Additional language</li> <li>Life Orientation</li> <li>Mathematics OR</li> <li>Mathematical Literacy</li> </ul>
<b>Management</b>	<ul style="list-style-type: none"> <li>Management Practice</li> <li>Operations Management</li> <li>Financial Management</li> <li>Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>Management Practice</li> <li>Operations Management</li> <li>Financial Management</li> <li>Project Management</li> </ul>	<ul style="list-style-type: none"> <li>Management Practice</li> <li>Operations Management</li> <li>Financial Management</li> <li>Project Management</li> </ul>
<b>Marketing</b>	<ul style="list-style-type: none"> <li>Marketing</li> <li>Advertising &amp; Promotions</li> <li>Marketing Communication</li> <li>Consumer Behaviour OR Contact Centre Operations</li> </ul>	<ul style="list-style-type: none"> <li>Marketing</li> <li>Advertising &amp; Promotions</li> <li>Marketing Communication</li> <li>Consumer Behaviour OR Contact Centre Operations</li> </ul>	<ul style="list-style-type: none"> <li>Marketing</li> <li>Advertising &amp; Promotions</li> <li>Marketing Communication</li> <li>Consumer Behaviour OR Contact Centre Operations</li> </ul>
<b>Information Technology &amp; Computer Science</b>	<ul style="list-style-type: none"> <li>Introduction to Information Systems</li> <li>Electronics</li> <li>Introduction to Systems Development</li> <li>Contact Centre Operations</li> </ul>	<ul style="list-style-type: none"> <li>Systems Analysis and Design</li> <li>Computer Hardware and Software</li> <li>Principles of Computer Programming</li> <li>Contact Centre Operations</li> </ul>	<ul style="list-style-type: none"> <li>Systems Analysis and Design</li> <li>Data Communication and Networking</li> <li>Computer Programming</li> <li>Contact Centre Operations</li> </ul>
<b>Finance, Economics and Accounting</b>	<ul style="list-style-type: none"> <li>Applied Accounting</li> <li>Financial Management</li> <li>Economic Environment</li> <li>New Venture Creation</li> </ul>	<ul style="list-style-type: none"> <li>Applied Accounting</li> <li>Financial Management</li> <li>Economic Environment</li> <li>New Venture Creation</li> </ul>	<ul style="list-style-type: none"> <li>Applied Accounting</li> <li>Financial Management</li> <li>Economic Environment</li> <li>New Venture Creation</li> </ul>
<b>Office Administration</b>	<ul style="list-style-type: none"> <li>Business Practice</li> <li>Office Practice</li> <li>Office Data Processing</li> <li>Applied Accounting OR 2nd Language OR New Venture Creation</li> </ul>	<ul style="list-style-type: none"> <li>Business Practice</li> <li>Office Practice</li> <li>Office Data Processing</li> <li>Applied Accounting OR 2nd Language OR New Venture Creation</li> </ul>	<ul style="list-style-type: none"> <li>Business Practice</li> <li>Office Practice</li> <li>Office Data Processing</li> <li>Applied Accounting OR 2nd Language OR New Venture Creation OR Personal Assistance L4</li> </ul>

Electrical Infrastructure Construction	<ul style="list-style-type: none"> <li>• Electrical Principles and Practice</li> <li>• Workshop Practice</li> <li>• Electronic Control and Digital Electronics</li> <li>• Electrical Systems and Construction</li> <li>• Physical Science</li> </ul>	<ul style="list-style-type: none"> <li>• Electrical Principles and Practice</li> <li>• Electrical Workmanship</li> <li>• Electronic Control and Digital Electronics</li> <li>• Electrical Systems and Construction</li> <li>• Physical Science</li> </ul>	<ul style="list-style-type: none"> <li>• Electrical Principles and Practice</li> <li>• Electrical Workmanship</li> <li>• Electronic Control and Digital Electronics</li> <li>• Electrical Systems and Construction</li> <li>• Physical Science</li> </ul>
Civil Engineering and Building Construction	<ul style="list-style-type: none"> <li>• Drawings, Setting out, Quantities and costing</li> <li>• Construction Plant and Equipment</li> <li>• Construction Materials</li> <li>• Physical Science OR Construction Carpentry and Roof Work OR Concrete Structures OR Construction Masonry &amp; Tiling OR Roads OR Construction Plumbing</li> </ul>	<ul style="list-style-type: none"> <li>• Drawings, Setting out, Quantities and costing</li> <li>• Construction Plant and Equipment</li> <li>• Construction Materials</li> <li>• Physical Science OR Construction Carpentry and Roof Work OR Concrete Structures OR Construction Masonry &amp; Tiling OR Roads OR Construction Plumbing</li> </ul>	<ul style="list-style-type: none"> <li>• Drawings Setting Out, Quantities and Costing</li> <li>• Construction Supervision</li> <li>• Construction Materials</li> <li>• Physical Science OR Civil and Construction Technology</li> </ul>
Engineering and Related Design	<ul style="list-style-type: none"> <li>• Engineering Fundamentals</li> <li>• Engineering Technology</li> <li>• Engineering Systems</li> <li>• Physical Science OR Fitting and Turning OR Automotive Repair &amp; Maintenance OR Engineering Fabrication</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering Practice and Maintenance</li> <li>• Materials Technology</li> <li>• Engineering Graphics and Design (CAD)</li> <li>• Physical Science OR Fitting and Turning OR Automotive Repair &amp; Maintenance OR Engineering Fabrication</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering Processes</li> <li>• Professional Engineering Practice</li> <li>• Applied Engineering Technology</li> <li>• Physical Science OR Fitting and Turning OR Automotive Repair &amp; Maintenance OR Engineering Fabrication</li> </ul>
Primary Agriculture	<ul style="list-style-type: none"> <li>• Soil Science</li> <li>• Plant Production</li> <li>• Animal Production</li> <li>• Agri-business</li> </ul>	<ul style="list-style-type: none"> <li>• Soil Science</li> <li>• Plant Production</li> <li>• Animal Production</li> <li>• Agri-business</li> </ul>	<ul style="list-style-type: none"> <li>• Farm Planning and Mechanisation</li> <li>• Advanced Plant Production</li> <li>• Animal Production</li> <li>• Agri-business</li> </ul>
Hospitality	<ul style="list-style-type: none"> <li>• Hospitality Generics</li> <li>• Food Preparation</li> <li>• Client Services and Human Relations</li> <li>• Hospitality Services</li> </ul>	<ul style="list-style-type: none"> <li>• Hospitality Generics</li> <li>• Food Preparation</li> <li>• Client Services and Human Relations</li> <li>• Hospitality Services</li> </ul>	<ul style="list-style-type: none"> <li>• Hospitality Generics</li> <li>• Food Preparation</li> <li>• Client Services and Human Relations</li> <li>• Hospitality Services</li> </ul>
Tourism	<ul style="list-style-type: none"> <li>• Science of Tourism</li> <li>• Client Services and Human Relations</li> <li>• Sustainable Tourism in SA</li> <li>• Tourism Operations</li> </ul>	<ul style="list-style-type: none"> <li>• Science of Tourism</li> <li>• Client Services and Human Relations</li> <li>• Sustainable Tourism in SA and Regional Travel</li> <li>• Tourism Operations</li> </ul>	<ul style="list-style-type: none"> <li>• Science of Tourism</li> <li>• Client Services and Human Relations</li> <li>• Sustainable Tourism in SA and International Travel</li> <li>• Tourism Operations</li> </ul>

For information on the newest national curriculum check the South African Department of Education site: <http://www.education.gov.za/>

### **3.6 Management, and community involvement**

This subject is the same for public Further Education and Training institutions as it is for General Education and Training institutions, so for more information see 2.6 Management, and community involvement.

### **3.7 Government assistance**

The South African government gives assistance to FET institutions in different ways. The most important assistance is financial assistance. The largest part of the South African budget goes to education.

The government also gives assistance in providing manuals on important subjects, like ICT in education, from which the school teachers and management can get a lot of helpful information.

The South African government also has several important education acts to which schools must abide.

For more information on government legislation go to the South African Department of Education site:

<http://www.education.gov.za/>

### 3.8 Future plans

Following is a table reporting on the future plans for Further Education and Training:

PROGRAMME 4: FURTHER EDUCATION AND TRAINING					
STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2007	2008	2009	2010	2011
<b>CHIEF DIRECTORATE: FET SCHOOLS CURRICULUM AND INNOVATION</b>					
To improve the quality of learning and teaching in Grades 10-12 through curriculum transformation	NCS introduced in Grade 11 in all South African Schools.	NCS introduced in Grade 12 in all South African Schools.	NCS in Grades 10-12 monitored.		
	A national catalogue of Grade 12 textbooks and literature books is developed, published and distributed to provinces and schools.	A national catalogue of Grade 10 textbook and literature books is developed, published and distributed to provinces and schools.	The Grade 10, 11 and 12 national textbook and literature book catalogues are updated and delivered to provinces and schools.	The Grade 10, 11 and 12 national textbook and literature book catalogues are updated and delivered to provinces and schools.	The Grade 10, 11 and 12 national textbook and literature book catalogues are updated and delivered to provinces and schools.
	All grade 11 learners receive a minimum of 7 textbooks.	All grade 12 learners receive a minimum of 7 textbooks.	All Grade 10, 11 and 12 learners receive a minimum of 7 textbooks.	All Grade 10, 11 and 12 learners receive a minimum of 7 textbooks.	All Grade 10, 11 and 12 learners receive a minimum of 7 textbooks.
	Subject-specific training workshops are conducted and monitored for all 29 subjects.	Teachers attend training on new content in their respective subjects.	Teachers attend training on new content in their respective subjects.	Ongoing teacher development in line with the National Framework for Teacher Education (NFTE).	Ongoing teacher development in line with the National Framework for Teacher Education (NFTE).
	Teacher development programmes are monitored and reviewed.	Teacher development strategies are monitored and strengthened	Teacher development strategies are monitored and strengthened.	Teacher development strategies are monitored and strengthened.	Teacher development strategies are monitored and strengthened.
To enhance performance and participation in Mathematics, Science and Technology in Grades 10-12	A total of 450 schools participate in the second phase of the Mathematics Science and Technology Strategy and are suitably resourced.	A total of 500 schools participate in the second phase of the Mathematics Science and Technology Strategy and are suitably resourced.	The MSTE Strategy evaluated and amended.	Implementation of the MSTE Strategy is monitored.	Implementation of the MSTE Strategy is monitored.
	Teachers in the 450 Dinaledi schools are trained.	Teachers in the 500 Dinaledi schools are trained.			
To support curriculum implementation through the use of ICTs	The number of registered users on the portal increases to 15 000.	The extent (quality and quantity ) of electronic content resources monitored and evaluated.	The extent (quality and quantity ) of electronic content resources monitored and evaluated.	Portal is extended to access virtual learning platforms.	Portal is extended to access virtual learning platforms.
	Teachers contribute to the pool of electronic content resources available.	The level of use and effectiveness of the portal evaluated.	The portal is extensively used as a content resource and for collaboration and communication.	The portal is extensively used as a content resource and for collaboration and communication.	The portal is extensively used as a content resource and for collaboration and communication .
	Publish results of audit. 50% of high schools are connected, have access to internet and can communicate electronically.	All high schools are connected, have access to the Internet and communicate electronically.	50% of all schools are connected, have access to the Internet and communicate electronically.	Connectivity access to the Internet and electronic communication monitored and reported.	Connectivity access to the Internet and electronic communication monitored.
<b>CHIEF DIRECTORATE: FET COLLEGES</b>					
To support FET Colleges to offer vocational programmes	Phase 2 of the FET Recapitalisation Plan is implemented and the report on Phase 1 is published.	Phase 3 of the FET Recapitalisation Plan is implemented and the report on Phase 2 is published.	The report on Phase 3 is published.		
	Preparation for Phase 3 of recapitalisation of colleges in 2008-09.				
	Colleges are suitably staffed and training is provided to college staff.	Annual performance reviews are conducted for staff at all colleges.	College staff are continuously upgraded in line with skills demands.		

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2007	2008	2009	2010	2011
To increase learner participation, retention and throughput rates at FET Colleges	Increased number of youth are placed in formal programmes at FET colleges.	Increased number of youth placed in formal programmes at FET Colleges	Youth Development strategy is reviewed		
	Promotional materials on 11 new programmes developed and distributed.	A student tracking system is installed at all colleges to monitor retention and throughput rates.			
	Student tracking system piloted				
	Student Support Units established at 40 colleges	Student Support Units established at 50 colleges			
To improve qualifications and programmes	New programmes are offered at Level 2 in FET colleges to 25 000 students.	New programmes offered at Level 2 and 3 in FET Colleges to 60 000 students.	New programmes offered at Level 2, 3 and 4 to 110 000 students.		
To develop an integrated planning and funding system that supports the delivery of national goals for FET Colleges	Funding is allocated to colleges in accordance with the set norms and standards for equipment, staff, textbooks, teaching and enrichment to effect Level 2 programmes.	Funding is allocated to colleges in accordance with the set norms and standards for equipment, staff, textbooks, teaching and enrichment to effect Level 2 and 3 programmes.	Funding is allocated to colleges in accordance with the set norms and standards for equipment, staff, textbooks, teaching and enrichment to effect Level 2, 3 and 4 programmes.	The new integrated planning and funding system is reviewed	The new integrated planning and funding system is maintained
	A fully functional FETMIS is in place and data is captured and analysed against set targets.	Colleges use information from FETMIS for planning purposes	FETMIS is updated		
To regulate private institutions that offer full qualifications in the FET Band	Publish a National Register of private FET institutions.	Monitoring of private FET institutions for compliance with the legal framework.	Monitoring of private FET institutions for compliance with the legal framework.	Monitoring of private FET institutions for compliance with the legal framework.	Monitoring of private FET institutions for compliance with the legal framework.
	Evaluate applications for registration and issue certificates of registration.	Evaluate applications for registration and issue certificates of registration.	Evaluate applications for amendment and conversion and issue amended certificates of registration.	Evaluate applications for registration and issue certificates of registration.	Evaluate applications for registration and issue certificates of registration.
<b>CHIEF DIRECTORATE: NATIONAL EXAMINATIONS AND ASSESSMENT</b>					
To conduct credible assessment and quality practices in FET/GET schools and colleges	High quality and error-free question papers set in 11 national subjects for the Senior Certificate Examinations for 2007.				
	Examiners and moderators are trained and set Grade 11 examinations for internal marking.	High quality and error-free question papers set in the 29 national subjects for the National Senior Certificate examinations.	High quality and error-free question papers set in the 29 national subjects for the National Senior Certificate examinations.	High quality and error-free question papers set in the 29 national subjects for the National Senior Certificate examinations.	High quality and error-free question papers set in the 29 national subjects for the National Senior Certificate examinations.
	No schools with pass rates below 20% in the Senior Certificate Examinations.	No schools with pass rates below 30% in the Senior Certificate Examinations.	No schools with pass rates below 40% in the Senior Certificate Examinations.	No schools with pass rates below 50% in the Senior Certificate Examinations.	
	Five credible examinations are conducted per annum for General Studies and Natural Science Studies. High quality, error free examinations set for all NC(V) Level 2 subjects.	Five credible examinations are conducted per annum for General Studies and Natural Science Studies. High quality error-free examinations set for all NC(V) Levels 2 and 3 subjects.	Five credible examinations are conducted per annum for General Studies and Natural Science Studies. High quality error-free examinations set for all NC(V) Levels 2, 3 and 4 subjects.	High quality error-free examinations set for all NC(V) Levels 2, 3, 4 and 5 subjects.	High quality error-free examinations set for all NC(V) Levels 2,3, 4 and 5 subjects.

### **3.9 Conclusions**

Further Education and Training in South Africa gives learners a great opportunity to get ready for employment or for higher education. The subjects that learners can choose in order to go a certain direction for employment or further education are very diverse which gives learners the opportunity to choose a certain direction early on in their schooling. Of course in Further Education and Training the same issues play an important part as they do with General Education and Training. The accessibility and the qualifications of the teachers leaves room for improvement. However South Africa is constantly renewing its education systems and trying to improve on these very important issues.

## 4. Higher education and university

### 4.1 School attendance

Following is an overview of South African public higher education institutions in 2005.

Institution	Headcount Student Enrolments			Black Students as a Proportion of Headcount Totals (%)		Female Students as a Proportion of Headcount Totals (%)		Proportion of Contact & Distance Headcount Enrolments in Major Fields of Study (%)		
	Contact	Distance	Total	Contact	Distance	Contact	Distance	SET	Business	Humanities
Cape Peninsula University of Technology	28 889	72	28 961	78	86	52	63	47	33	20
University of Cape Town	21 764	0	21 764	49	n.a.	51	n.a.	41	25	34
Central University of Technology, Free State	10 114	206	10 320	82	82	49	63	43	35	22
Durban University of Technology	22 779	0	22 779	93	n.a.	50	n.a.	49	35	16
University of Fort Hare	7 175	1 615	8 790	92	99	56	81	16	15	69
University of the Free State	22 337	2 322	24 659	65	35	58	34	29	13	58
University of Johannesburg	43 182	2 362	45 544	70	98	53	66	30	33	37
University of KwaZulu-Natal	35 208	5 496	40 704	83	89	54	59	30	26	44
University of Limpopo	17 579	0	17 579	99	n.a.	51	n.a.	43	14	43
Nelson Mandela Metropolitan University	19 928	4 229	24 157	69	97	51	72	30	24	47
North West University	27 082	11 504	38 586	52	94	59	68	21	17	61
University of Pretoria	38 531	7 820	46 351	40	99	53	72	37	14	48
Rhodes University	6 045	277	6 322	52	100	57	74	21	15	64
University of South Africa	638	207 293	207 931	63	72	84	55	12	41	46
University of Stellenbosch	21 465	237	21 702	27	94	52	83	40	14	46
Tshwane University of Technology	49 705	10 702	60 407	86	99	51	59	36	29	35
University of Venda	10 497	0	10 497	100	n.a.	50	n.a.	28	22	49
Vaal University of Technology	17 408	0	17 408	94	n.a.	49	n.a.	44	50	6
Walter Sisulu University for Technology and Science, Eastern Cape	23 871	625	24 496	100	100	62	83	27	33	40
University of Western Cape	14 463	117	14 580	94	38	59	35	31	15	55
University of Witwatersrand	23 626	0	23 626	64	n.a.	50	n.a.	50	17	33
University of Zululand	10 398	0	10 398	99	n.a.	65	n.a.	17	12	71
Mangosuthu Technikon	9 901	0	9 901	100	n.a.	49	n.a.	57	31	12
<b>Totals/Averages</b>	<b>482 595</b>	<b>254 877</b>	<b>737 472</b>	<b>74</b>	<b>76</b>	<b>53</b>	<b>57</b>	<b>29</b>	<b>29</b>	<b>42</b>

- Black students, for the purpose of this summary table, include Black African, Coloured and Indian students.
- SET majors = majors in science, engineering and technology. These include majors in engineering, health sciences, life sciences, physical sciences, computer sciences and mathematical sciences.
- Business majors include majors in accounting, management, and all other business-related majors, such as marketing.
- Humanities majors include majors in education, languages and literary studies, fine arts, music and the social sciences.

Headcount enrolments of contact and distance mode students in public higher education institutions, by population group and gender, in 2005.

Institution	Contact							Distance						
	Black African	Coloured	Indian	White	Total	Female	Male	Black African	Coloured	Indian	White	Total	Female	Male
Cape Peninsula University of Technology	13 244	9 060	326	6 259	28 889	15 005	13 884	51	11	0	10	72	45	27
University of Cape Town	6 003	2 921	1 737	10 486	21 764	11 005	10 759	0	0	0	0	0	0	0
Central University of Technology, Free State	7 837	382	41	1 854	10 114	4 971	5 143	133	33	3	37	206	130	76
Durban University of Technology	16 302	379	4 558	1 486	22 779	11 361	11 418	0	0	0	0	0	0	0
University of Fort Hare	6 383	127	72	591	7 175	4 053	3 122	1 572	16	4	23	1 615	1 305	310
University of the Free State	12 861	1 147	419	7 909	22 337	13 011	9 326	482	132	190	1 517	2 322	790	1 532
University of Johannesburg	26 764	1 214	2 319	12 885	43 182	22 957	20 225	2 275	33	14	40	2 362	1 549	813
University of KwaZulu-Natal	15 170	922	13 233	5 863	35 208	19 113	16 095	3 903	256	725	612	5 496	3 261	2 235
University of Limpopo	17 070	36	216	256	17 579	8 923	8 656	0	0	0	0	0	0	0
Nelson Mandela Metropolitan University	10 519	2 773	506	6 130	19 928	10 100	9 828	3 915	163	25	126	4 229	3 055	1 174
North West University	13 250	624	306	12 746	27 092	15 859	11 233	10 204	571	32	643	11 504	7 871	3 633
University of Pretoria	13 216	642	1 718	22 954	38 531	20 476	18 055	7 638	70	54	57	7 820	5 631	2 189
Rhodes University	2 487	248	391	2 919	6 045	3 429	2 616	276	1	0	0	277	204	73
University of South Africa	34	369	1	233	638	534	104	116 829	12 165	21 088	56 931	207 292	113 764	93 528
University of Stellenbosch	2 361	3 076	439	15 589	21 465	11 066	10 399	211	8	4	14	237	196	41
Tshwane University of Technology	41 685	521	435	7 064	49 705	25 161	24 544	10 362	173	55	112	10 702	6 264	4 438
University of Venda	10 479	1	5	12	10 497	5 237	5 260	0	0	0	0	0	0	0
Vaal University of Technology	16 063	251	94	1 000	17 408	8 489	8 919	0	0	0	0	0	0	0
Walter Sisulu University for Technology and Science, Eastern Cape	23 641	52	92	86	23 871	14 912	8 959	624	1	0	0	625	518	107
University of Western Cape	4 868	7 311	1 439	690	14 463	8 466	5 997	5	4	35	69	117	41	76
University of Witwatersrand	11 029	626	3 418	8 548	23 626	11 842	11 784	0	0	0	0	0	0	0
University of Zululand	9 615	33	616	134	10 398	6 784	3 614	0	0	0	0	0	0	0
Mangosuthu Technikon	9 880	5	8	4	9 901	4 889	5 012	0	0	0	0	0	0	0
<b>Totals</b>	<b>290 761</b>	<b>32 720</b>	<b>32 389</b>	<b>125 698</b>	<b>482 595</b>	<b>257 643</b>	<b>224 952</b>	<b>138 480</b>	<b>13 637</b>	<b>22 229</b>	<b>60 191</b>	<b>254 876</b>	<b>144 624</b>	<b>110 25</b>
	60%	7%	7%	26%	100%	53%	47%	62%	5%	9%	24%	100%	57%	43%



Headcount enrolments in public higher education institutions, by major field of study and formal qualification, in 2005.

Institution	Major Field of Study					Formal Qualifications						
	Science, Engineering & Technology	Business & Management	Education	All Other Humanities & Social Sciences	Total	Occasional Students	Three-Year Undergraduate Degrees & Diplomas	Professional Undergraduate Degrees	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	13 690	9 448	2 788	3 035	28 961	226	21 877	5 643	645	503	67	28 961
University of Cape Town	8 891	5 372	494	7 007	21 764	1 012	7 429	7 118	2 075	3 160	970	21 764
Central University of Technology, Free State	4 446	3 606	562	1 706	10 320	127	7 938	1 632	339	205	79	10 320
Durban University of Technology	11 137	7 891	468	3 283	22 779	271	18 959	3 179	33	295	42	22 779
University of Fort Hare	1 449	1 320	2 325	3 697	8 790	12	4 328	3 396	607	363	84	8 790
University of the Free State	7 041	3 206	4 807	9 606	24 659	1 363	10 011	5 424	4 744	2 573	544	24 659
University of Johannesburg	13 494	15 025	7 332	9 693	45 544	1 102	31 694	5 235	5 059	1 891	563	45 544
University of KwaZulu-Natal	12 295	10 547	5 530	12 333	40 704	626	16 547	12 134	5 973	4 343	1 081	40 704
University of Limpopo	7 612	2 467	3 265	4 235	17 579	5	8 496	5 879	1 201	1 831	167	17 579
Nelson Mandela Metropolitan University	7 155	5 762	5 409	5 832	24 157	882	15 539	4 920	1 084	1 473	259	24 157
North West University	8 235	6 734	12 198	11 430	38 596	548	21 189	7 075	6 416	2 698	670	38 596
University of Pretoria	17 380	6 504	11 720	10 747	46 351	562	21 881	11 155	5 493	5 714	1 546	46 351
Rhodes University	1 329	944	1 119	2 930	6 322	52	3 702	1 238	508	605	217	6 322
University of South Africa	25 871	85 639	23 641	72 780	207 931	10 124	126 306	49 124	15 506	5 877	994	207 931
University of Stellenbosch	8 651	3 001	1 238	8 812	21 702	566	7 826	5 662	2 891	3 953	804	21 702
Tshwane University of Technology	21 697	17 328	10 680	10 702	60 407	239	46 249	9 514	2 062	2 226	117	60 407
University of Venda	2 977	2 343	1 717	3 460	10 497	520	6 725	2 380	506	326	40	10 497
Vaal University of Technology	7 624	8 754	68	962	17 408	0	15 871	1 298	66	145	28	17 408
Walter Sisulu University for Technology and Science, Eastern Cape	6 520	8 126	5 159	4 691	24 496	746	19 510	3 722	417	100	1	24 496
University of Western Cape	4 477	2 150	1 307	6 647	14 580	0	6 739	4 792	1 523	1 205	321	14 580
University of Witwatersrand	11 714	4 004	1 828	6 080	23 626	288	7 501	8 107	2 413	4 620	697	23 626
University of Zululand	1 728	1 243	3 850	3 578	10 398	0	4 613	3 154	2 061	427	143	10 398
Mangosuthu Technikon	5 660	3 096	0	1 145	9 901	0	9 750	151	0	0	0	9 901
<b>Totals</b>	<b>211 069</b>	<b>214 509</b>	<b>107 503</b>	<b>204 391</b>	<b>737 472</b>	<b>19 271</b>	<b>440 680</b>	<b>161 932</b>	<b>61 622</b>	<b>44 533</b>	<b>9 434</b>	<b>737 472</b>

## 4.2 Providers of Higher education and university

Most Higher education and university institutions in South Africa are public institutions and are funded by the government.

After the political transition in South Africa there was a proliferation of both local and foreign providers of private higher education. Private higher education has been estimated in 2004 to have a headcount of between 30.000 and 35.000 comprising about 93 institutions and 382 programs. However only 14 providers were nationally accredited, with additional accreditation granted to a further 30, due to poor quality offerings from the private suppliers.

## 4.3 School accessibility

### Admission policy

The National Senior Certificate is the primary gateway between school and higher education. However this certificate does not guarantee a learner's admission to any program of study in higher education. Higher education institutions have the right to set specific admission requirements to particular programs.

The minimum requirements for admission made to the National Senior Certificate differ for admission to the Higher Certificate, Diploma and Bachelor's Degree.

- Higher Certificate:  
The minimum admission requirement is a National Senior Certificate (NSC) as certified by the Council for General and Further Education and Training (Umalusi). Institutional and program needs may require appropriate combinations of recognized NSC subjects and levels of achievement. For example, an institution may determine that a Higher Certificate in Architectural Design requires in addition to the NSC a specified level of attainment in Design and an associated recognized subject.
- Diploma:  
The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of 3 (moderate achievement, 40-49%) or in four recognized NSC 20-credit subjects.  
Institutional and program needs may require appropriate combinations of recognized Further Education and Training Certificate subjects and levels of achievement. For example, a Diploma in Data metrics might require a pass at a prescribed level in Mathematics or Information Technology.
- Bachelor's degree  
The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of 4 (adequate achievement, 50-59%) or in four subjects chosen from the following recognized 20-credit NSC subjects:
  - Accounting
  - Agricultural Sciences
  - Business Studies
  - Dramatic Arts
  - Economics
  - Engineering Graphics and Design
  - Geography
  - History

- Consumer Studies
- Information Technology
- Languages (one language of learning and teaching at a higher education institution and two other recognized language subjects)
- Life Sciences
- Mathematics
- Mathematical Literacy
- Music
- Physical Sciences
- Religion Studies
- Visual Arts

Satisfactory Achievement in four designated NSC subjects provides the primary basis for admission to a Bachelor's Degree program. An institution is entitled to specify an appropriate level of subject achievement for a particular program. For example, admission requirements for a Bachelor's Degree in Fine Art or Music might include a specified level of achievement in the corresponding recognized NSC subjects. Similarly, an institution will be entitled to specify subject requirements for a particular program. For example, Mathematics and Physical Sciences might be considered as requirements for admission to a Bachelor's Degree in Science.

#### **Costs**

Annual salaries in the poorest sector of the population average around R5.000, and the average cost annual of a university education is approximately R18.000.

To compensate for this South Africa started the National Student Financial Aid Scheme (NSFAS) which provides study loans to academically able but financially needy students who wish to study at one of South Africa's public higher education institutions.

The size of the loan is dependent on the student's need and available resources. Up to 40% of the loan can be written off based on academic success.

The maximum award in 2005 is R30.000 and the minimum is R2.000.

For the most recent data on admission policies check the Department of Education website: <http://www.education.gov.za/>

Or for more recent information on student loans check the NSFAS website: <http://www.nsfas.org.za/>

## **4.4 Forms of Higher education**

In the past few years higher education has been radically restructured to make it more focused, stronger and efficient. The binary divide has been dismantled, with technikons becoming universities of technology. The number of institutions has been cut from 36 to 23 through mergers and campus incorporations involving most institutions and in some cases combining formerly 'white' and 'black institutions, and universities and former technikons. All former teacher training colleges have been incorporated into universities.

The new system comprises three different kinds of universities:

- 'traditional' research focused universities;
- universities of technology;
- 'comprehensive' universities, that combine academic university and more vocationally oriented technikon education, and are aimed at enhancing student access and expanding opportunities for research and market responsiveness.

In the new landscape there are:

- Eleven universities;
- Six universities of technology;
- Six comprehensive universities;
- Two new institutes of higher education in provinces that previously had no provision.

### Universities

The universities in South Africa per category:

Traditional university	Universities of technology	Comprehensive universities
<ul style="list-style-type: none"> <li>• Cape Town</li> <li>• Fort Hare</li> <li>• Free State</li> <li>• KwaZulu-Natal</li> <li>• Limpopo</li> <li>• North-West Pretoria</li> <li>• Rhodes</li> <li>• Stellenbosch</li> <li>• Western Cape</li> <li>• Witwatersrand</li> </ul>	<ul style="list-style-type: none"> <li>• Cape Peninsula</li> <li>• Central</li> <li>• Durban</li> <li>• Mangosuthu</li> <li>• Tshwane</li> <li>• Vaal</li> </ul>	<ul style="list-style-type: none"> <li>• Johannesburg</li> <li>• Nelson Mandela</li> <li>• Unisa</li> <li>• Venda</li> <li>• Walter Sisulu</li> <li>• Zululand</li> </ul>

The education that can be followed at these universities are as diverse as they are in any other country.

### Result of Higher education

Depending on which level of higher education a learner follows there different forms of qualifications varying from NQF level 5 to 8:

- Post-doctoral research degrees;
- Doctorates;
- Masters degrees;
- Professional Qualifications;
- Honors degrees;
- National first degrees;
- Higher diplomas;
- National diplomas;
- National certificates.

## 4.5 Management and teachers

Before the mergers of higher education institutions in 2002 senior and middle-level leadership, management and administrative capacities were absent or lacking in parts of the system.

In 2002 the mergers were in part set up to enable the streamlining of administrative and governance structures and the better utilization of scarce administrative and managerial skills given the paucity of such skills, especially at the middle management level, within the higher education system.

Like many universities all over the world their management system of universities of South Africa are diverse and have management bodies like a management, council, senate, general management and a student council.

### Teachers

The teaching staff consists of professors and other teachers that have specialized in the subject area of the education at which they teach.

## 4.6 Education quality

The quality of public higher education institutions is controlled by the department of education by legislation and reports.

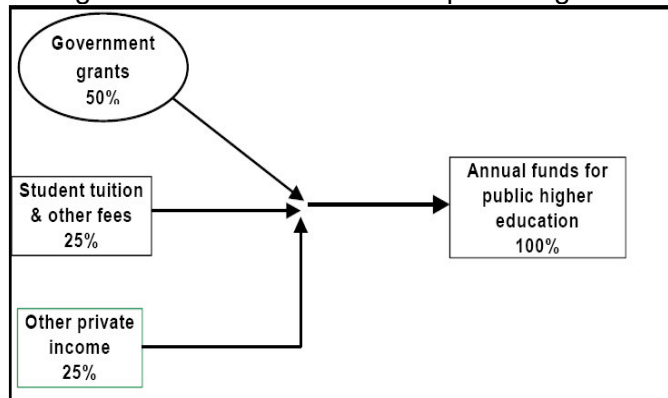
However private higher education institutes were not monitored in the same way. Although private providers were obliged to apply for provisional accreditation of their institutions and courses by the South African Qualifications Authority, there were reports of growing numbers of fly-by-night colleges tarnishing the sector's reputation. The government's response was to pull private higher education firmly into the ambit of legislation and to launch quality assurance and accreditation processes aimed at regulating the sector. Under the regulations all institutions must participate in quality assurance and accreditation procedures and can only offer courses after receiving a Department of Education registration certificate. Those that receive conditional accreditation have six months to comply with conditions to receive full accreditation, and those that do not comply or register must close.

In 2002 the Higher Education Quality Committee (HEQC) of the statutory Council on Higher Education launched the re-accreditation of private institutions. Over 200 programs were submitted for accreditation, covering about half of all private higher education provision in South Africa. After a lengthy exercise involving written submissions, on-site visits and evaluation, the HEQC accredited 14 private higher education institutions and conditionally accredited 30, most of which have since achieved full accreditation. Many colleges were forced to close.

## 4.7 Government assistance

The government gives financial assistance to public higher education institutions.

A diagram on sources of funds of public higher education institutions.



The proportions reflected in the diagram are averages for the system as a whole. These proportions can differ widely between institutions. For example, government grants as a proportion of total income can be as low as 35% if an institution is able to raise large amounts of private funds through research contracts, donations and investments and can be as high as 65% in the case of institutions which are not able to generate substantial amounts of private income.

For the newest government legislation on higher education go the Department of Education website <http://www.education.gov.za> and look up Higher Education Acts under documents, legislation.

## 4.8 Future plans

Following is a table reporting on the future plans for Higher Education:

<b>PROGRAMME 6: HIGHER EDUCATION</b>					
<b>STRATEGIC OBJECTIVES</b>	<b>PERFORMANCE MEASURES</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>1. Provision of regulatory support to the higher education system</b>					
1.1. To ensure that the Higher Education Act, Regulations and Institutional Statutes are formulated in line with legislation and policy.	Draft amendments approved and gazetted.  Revised amendments approved and gazetted.  Revised regulations implemented.	Implement amendments to the Higher Education Act, regulations and statutes.	Monitor and evaluate the need for amendments to legislation.	Monitor and evaluate the need for amendments to legislation.	Monitor and evaluate the need for amendments to legislation.
1.2. Appropriate regulation of private higher education institutions	Institutions registered in accordance with regulations.	Continue to register private institutions in line with revised regulations.	Continue to register private institutions in line with regulations.	Continue to register private institutions in line with regulations.	Continue to register private institutions in line with regulations.
<b>2. Academic and Research Support to the higher education system</b>					
2.1. Develop and maintain appropriate policies to enhance research output and academic performance of higher education institutions.	Enhanced role of institutional research offices in administering and managing research output evaluative processes and procedures.	Continue to provide support to research offices in the management of research outputs and information.	Continue to provide support to research offices in the management of research outputs and information.	Continue to provide support to research offices in the management of research outputs and information.	
2.2. Provide an appropriate policy framework for programmes and qualifications in higher education.	Policy, procedures and monitoring framework and criteria developed and approved for research development grants, teaching development grants and creative and performing arts.	Implement policies for research development grants, teaching development grants and creative and performing arts.	Implement monitoring framework and for research development grants, teaching development grants and creative and performing arts.	Implement monitoring framework and for research development grants, teaching development grants and creative and performing arts.	Implement monitoring framework and for research development grants, teaching development grants and creative and performing arts.
	PQM aligned with the approved vision and mission for all higher education institutions.	PQM refined and continuously aligned with the approved vision and mission for all higher education institutions.	PQM refined and continuously aligned with the approved vision and mission for all higher education institutions.	PQM refined and continuously aligned with the approved vision and mission for all higher education institutions.	PQM refined and continuously aligned with the approved vision and mission for all higher education institutions.
<b>3. Provide institutional support to higher education institutions</b>					
3.1. Support for enhancing effective student governance and leadership at HE institutions	Unitary student representative body operational.	Continue to provide support for student governance and leadership through guides and manuals.	Continue to provide support for student governance and leadership through guides and manuals.	Continue to provide support for student governance and leadership through guides and manuals.	Continue to provide support for student governance and leadership through guides and manuals.
	A framework for student leadership in higher education is developed and adopted by institutions.	Support institutions in implementing the framework for student leadership.	Continue to support institutions in implementing the framework for student leadership.	Continue to support institutions in implementing the framework for student leadership.	Continue to support institutions in implementing the framework for student leadership.
3.2. Support for institutional forums.	An assessment of current functionality of institutional forums is finalized.	Support institutions to improve functionality of institutional forums.	Support institutions to improve functionality of institutional forums.	Support institutions to improve functionality of institutional forums.	Support institutions to improve functionality of institutional forums.
3.3. Support to councils to execute their fiduciary responsibilities	Provide targeted support to improved effectiveness of councils.	Provide targeted support to improved effectiveness of councils.	Provide targeted support to improved effectiveness of councils.	Provide targeted support to improved effectiveness of councils.	
	Database of current and prospective council members is developed and used.	Database of current and prospective council members is used.			
3.4. Support to higher education institutions to manage the impact of HIV and AIDS	Improved and effective national and institutional response to management and mitigation of HIV and AIDS.	Improved and effective national and institutional response to management and mitigation of HIV and AIDS.	Improved and effective national and institutional response to management and mitigation of HIV and AIDS.	Improved and effective national and institutional response to management and mitigation of HIV and AIDS.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2007	2008	2009	2010	2011
<b>4. Internationalisation of higher education</b>					
4.1. Development of a framework for the internationalisation of the South African higher education system, particularly in the context of Africa and NEPAD.	Improved and effective support system at national and institutional level in matters of international higher education exchanges.	Continue to provide support to institutions on matters of international higher education exchanges.	Continue to provide support to institutions on matters of international higher education exchanges.	Continue to provide support to institutions on matters of international higher education exchanges.	Continue to provide support to institutions on matters of international higher education exchanges.
4.2. Effective management of international higher education scholarships.	Improved and effective information resource on international study opportunities.	Continue to enhance and disseminate information resource on international study opportunities.	Continue to enhance and disseminate information resource on international study opportunities.	Continue to enhance and disseminate information resource on international study opportunities.	Continue to enhance and disseminate information resource on international study opportunities.
<b>5. Strengthen planning to support the production of quality graduates needed for the social and economic development of the country</b>					
5.1. Refinement of enrolment planning policy and processes	Enrolment planning targets approved by the Minister.	Enrolment planning targets refined and approved.	Enrolment planning targets refined and approved.	Enrolment planning targets refined and approved.	Enrolment planning targets refined and approved.
	Implementation of approved changes to funding framework and ongoing monitoring of funding framework.	Ongoing monitoring of funding framework.	Ongoing monitoring of funding framework.	Ongoing monitoring of funding framework.	Ongoing monitoring of funding framework.
	National Higher Education Information and Application Service implementation framework approved by the Minister of Education.	The National Higher Education Information and Application Service is operational.	Provide ongoing support to the National Higher Education Information and Application Service.	Provide ongoing support to the National Higher Education Information and Application Service.	Provide ongoing support to the National Higher Education Information and Application Service.
<b>6. To enhance diversity of the Higher Education system</b>					
6.1. Establish the National Institutes of Higher Education (NIHEs)	National Institutes of Higher Education in Mpumalanga and Northern Cape are established, with functioning boards.	National Institutes of Higher Education in Mpumalanga and Northern Cape are operational.	Continue to provide support to the National Institutes of Higher Education in Mpumalanga and Northern Cape.	Continue to provide support to the National Institutes of Higher Education in Mpumalanga and Northern Cape.	
6.2. Restructuring of the higher education system	Documentation of the higher education restructuring and merger process completed.	Continue to provide technical and financial support for restructuring of higher education institutions.			
	Support is provided for the restructuring process.				
<b>7. Monitoring and evaluation of provision in the higher education sector (including equity, access, diversity, quality of input, processes and output in the system etc)</b>					
7.1. Strengthen systemic performance indicators of the higher education system	Systemic goals and performance measures in the National Plan for Higher Education are assessed and refined as appropriate.	HE system monitored and assessed against revised goals and performance measures.	HE system and institutional profiles monitored and assessed against revised goals and performance measures.	HE system and institutional profiles monitored and assessed against revised goals and performance measures.	HE system and institutional profiles monitored and assessed against revised goals and performance measures.
	Cohort analysis finalised and released for 2000 and 2001 entry.	Continue to conduct cohort studies for subsequent years.	Continue to conduct cohort studies for subsequent years.	Continue to conduct cohort studies for subsequent years.	Continue to conduct cohort studies for subsequent years.
7.2. Strengthen institutional performance indicators of the higher education system	Institutional profiles developed and reported on using information in the higher education sector.	Institutional profiles developed and reported on using information in the higher education sector.	Institutional profiles developed and reported on using information in the higher education sector.		
	Framework for institutional performance finalized.	Framework utilised and monitored.	Framework utilised and monitored.		
7.3. Improved Management Information System for higher education	CESM review finalized.	Revised CESM categories and HEMIS specifications implemented.	Continue to monitor and assess the need for further revisions to the CESM categories and HEMIS fields.	Continue to monitor and assess the need for further revisions to the CESM categories and HEMIS fields.	
	Changes to HEMIS software finalised.	HEMIS changes implemented.	HEMIS changes implemented.	Monitoring implementation and effecting appropriate amendments.	
	Specifications developed for SPACE reporting system.	Specifications implemented and support provided to institutions on the SPACE reporting system.	monitoring and support for the SPACE reporting system.		

## **4.9 Conclusions**

Higher Education in South Africa is well organised. It gives the same opportunities that higher education in more developed countries gives. The government gives good financial assistance to the institutions and to the students. Although there were some problems with the private higher education institutions this has been dealt with and at this time higher education seems to be doing well in South Africa.



## 5. Other forms of education

### 5.1 Special needs education

The following is the distribution of special schools, learner enrolment and individual learner expenditure across all provincial departments of education.

Provinces	No of special schools	No of learners in special schools	% of learners in special schools	% of total No of special schools in province	Per learner expenditure
Eastern Cape	41	6.483	0.28%	10.79%	13.746
Free State	19	3.127	0.40%	5.00%	22.627
Gauteng	96	25.451	1.62%	25.26%	11.049
KwaZulu-Natal	58	7.631	0.28%	15.26%	21.254
Mpumalanga	15	2.692	0.29%	3.95%	17.839
Northern Cape	8	1.392	0.68%	2.11%	15.749
Northern Province	19	4.250	0.23%	5.00%	16.609
North West	42	4.364	0.46%	11.05%	13.015
Western Cape	82	9.213	0.96%	21.58%	28.635
<b>Totals</b>	<b>380</b>	<b>64.603</b>	<b>0.52%</b>	<b>100.00%</b>	<b>17.838</b>

#### Disparities

A comparison between the overall incidence of disabilities and the number of learners accommodated in school reveals stark disparities, for example:

0.28% of learners in the Eastern Cape are enrolled in special schools, yet the overall incidence figure for the population of disabled persons (of all ages) is 17.39%.

This pattern is repeated across provinces, indicating that significant numbers of learners who - based on the traditional model - should be receiving educational support in special schools are not getting any.

While the national total incidence figure for disabilities (of all ages) is 6.55%, the total number of learners in special schools is 0.52%.

#### Expenditure

Data further demonstrates that learner expenditure on learners with disabilities also varies significantly across provinces, ranging from R11,049 in Gauteng to R28,635 in the Western Cape and R22,627 in the Free State. While this distribution of learner expenditure demonstrates inefficiency in the use of resources, it also demonstrates the absence of a uniform resourcing strategy and national provisioning norms for learners with disabilities.

#### New special needs education

South Africa is currently implementing a new special needs education system, inclusive education and training system, which will make it possible for learners with special needs to be in the regular education system. This new program has started in 2001 and has the following goals:

Long term goal:

The long-term goal is the development of an inclusive education and training system that will uncover and address barriers to learning, and recognize and accommodate the diverse range of learning needs.

Short-term to medium-term goals:

The short-term to medium-term goals will focus immediately on addressing the

weaknesses and deficiencies of our current system and on expanding access and provision to those of compulsory school-going age who are not accommodated within the education and training system. In this manner, we will begin to lay the foundations for the kind of education and training system we wish to build over the next 20 years. For more information on the special needs program check the special needs website on governments special needs report on:

<http://www.info.gov.za/whitepapers/2001/educ6.pdf>

## 5.2 Human Recourse Development

Following the Skills Development Act the Minister of Labour launched the country's first National Skills Development Strategy in February 2001, for the period 2001 to March 2005.

The strategy managed to achieve, and in some instances exceed, its targets:

- By March 2005, 3.041.753 workers, which is more than the target of 1.398.033, completed their programs satisfactorily.
- By March 2005, 53% of firms employing between 50 and 150 workers received skills development grants, against the target of 40%
- Thirty seven percent of new and existing registered small businesses were supported and benefited from skills-development initiatives against the target of 20%.
- Some 666 new learnerships were registered with the Department of Labour by March 2005. Of these, 619 were learnerships registered on the NQF Level 5 and below, and 47 were learnerships above NQF Level 6. A total of 19 414 learners were engaged in NQF Level 4, followed by 13.826 learners in NQF Level 7 learnerships.
- Eighty one percent of the social development training money allocated under the NSF was already spent by March 2004. A placement rate of 71% was achieved and equity targets met.
- Some 69.000 learners below the age of 35 were registered in learnerships and apprenticeship programs by the end of March 2004. This number increased to 85 753 by October 2004 against the target of 80.000.

The 2005 – 2010 National Skills Development Strategy (NSDS) was launched at the National Skills Conference in March 2005. Some R21,9 billion was allocated to the strategy over five years.

The new NSDS is expected to play a key role in realising government's goal of halving the country's unemployment by 2014.

The equity targets require that 84% of all beneficiaries of the NSDS be black, 54% female and 4% people with disabilities.

There are two key delivery vehicles for the National Skills Development Strategy, namely the:

- NSF
- 25 SETAs.

Between 2002 and 2005, the NSF disbursed more than R2,3 billion (75%) of its total income of R3,12 billion to fund various projects in provinces and within SETAs. Some R1 billion was allocated towards strategic projects. This represents the single biggest investment in skills development funded under the NSF. By March 2005, the following were achieved under the NSF:

- R883 million (74%) of the total R1 billion for strategic projects had been spent;
- 44.838 learners benefited from Adult Basic Education and Training or other programs at NQF Level 1;

- 35.943 people completed structured learning programs 21.107 SMMEs benefited from skills and various other interventions, including mentoring;
- 9.332 learners benefited from learnerships funded through strategic projects.

Under the NSF Social Development Funding Window, R700 million was spent between 1999 and 2004 to train about 400 000 unemployed people on skills-development projects.

The 25 SETAs are responsible for about R2,5 billion each year collected through the skills levy system.

The SETAs make grants available, principally to employers who provide skills plans and report on their implementation. The SETAs are also responsible for the Learnership Programme and the implementation of strategic sector-skills plans. The SETAs have discretionary funds, drawn from their levy income, that can be used for projects designed to assist in the achievement of sector priorities, including the design and implementation of learnerships.

For more up to date information check this site:

[http://www.info.gov.za/aboutsa/economy.htm#employment\\_skills](http://www.info.gov.za/aboutsa/economy.htm#employment_skills)

## 5.3 Private education

South Africa has a long tradition of private education. Some of the first education institutions in the country were missionary schools. The growth of private schooling continued during the apartheid period, and by the late 1980s there were some 500 private schools in South Africa.

Laws governing private education changed significantly after the abolition of apartheid in 1994. Although many people still refer to non-public schools as private schools, the correct term is now independent school.

The South African Schools Act of 1996 recognised only two categories of schools: public and independent. Public schools are state controlled and independent schools are privately governed. All private schools were included in the independent school category.

### **Numbers**

There are roughly 2000 registered pre-primary, primary and secondary private schools in South Africa. Most charge less than R8000 per annum. Around 400 000 pupils attend private schools. Over 70% of these pupils are black (58% are African).

### **Start a private school**

In terms of Section 29 of the South African Constitution, everyone has the right to establish, at his or her own expense, independent educational institutions. These institutions:

- may not discriminate on the basis of race;
- must be registered with the state;
- must maintain standards not inferior to those of comparable public institutions.

### **Curricula and examinations**

Private schools may offer any curricula and examinations, provided these meet the minimum outcomes and standards specified in the National Curriculum Statement. Many private schools do choose to offer the state curriculum and write the state examinations. A large number follow the Independent Examinations Board curriculum, and a much smaller number offer international curricula such as Cambridge or the International Baccalaureate.

For a list of private school go to <http://www.privateschooling.co.za/>

## 6. Sources

Text	URL / ISBN
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1.2.2 National Qualifications Framework	<a href="http://www.saqqa.org.za/show.asp?main=/docs/brochures/nqf-brochure.html">http://www.saqqa.org.za/show.asp?main=/docs/brochures/nqf-brochure.html</a>
1.4 Government education policy	<a href="http://www.info.gov.za/aboutsa/education.htm#abet">http://www.info.gov.za/aboutsa/education.htm#abet</a>
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2.1 School attendance	<a href="http://www.education.gov.za/EMIS/emisweb/05stats/DoE%20Stat%20at%20a%20Glance%202005.pdf">http://www.education.gov.za/EMIS/emisweb/05stats/DoE%20Stat%20at%20a%20Glance%202005.pdf</a> <a href="http://www.education.gov.za/emis/emisweb/flyer/School%20Realities%202006.pdf">http://www.education.gov.za/emis/emisweb/flyer/School%20Realities%202006.pdf</a> <a href="http://www.polity.org.za/attachment.php?aa_id=3315">www.polity.org.za/attachment.php?aa_id=3315</a>
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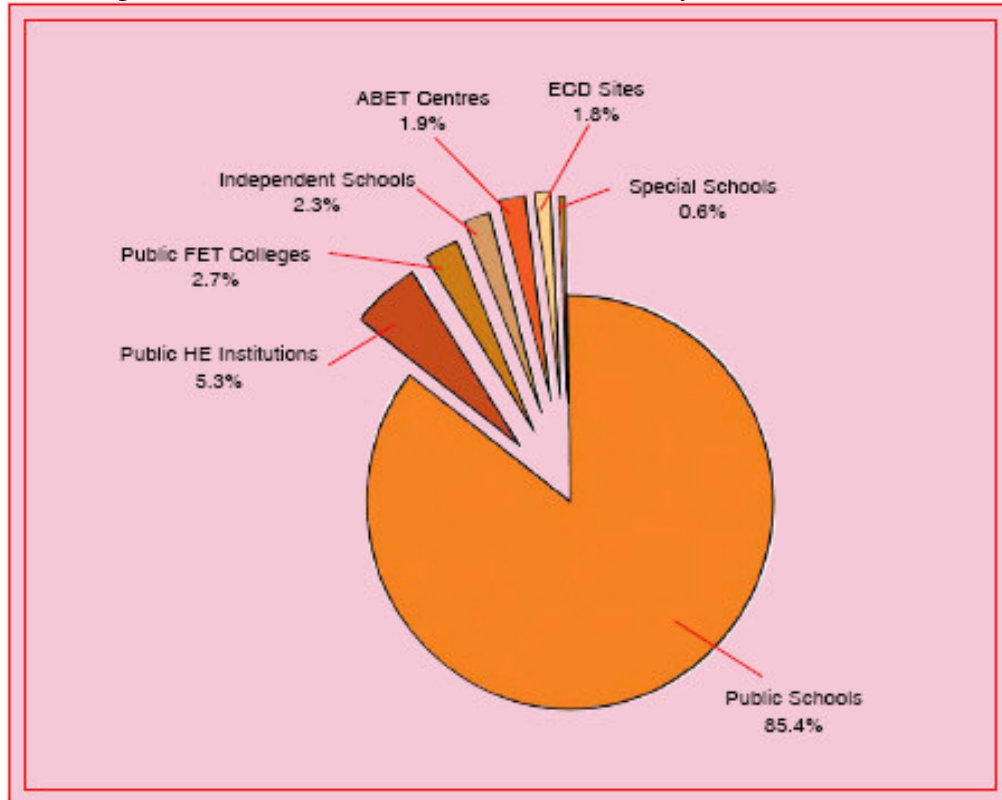
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4.6 Government assistance	<a href="http://www.naci.org.za/OECD/MinistryOfEducationANewFundingFramework.pdf">http://www.naci.org.za/OECD/MinistryOfEducationANewFundingFramework.pdf</a>
4.8 Future plans	<a href="http://www.education.gov.za/dynamic/dynamic.aspx?pageid=329&amp;catid=10&amp;category=Reports&amp;legtype=null">http://www.education.gov.za/dynamic/dynamic.aspx?pageid=329&amp;catid=10&amp;category=Reports&amp;legtype=null</a>
5.1 Special needs education	<a href="http://www.info.gov.za/whitepapers/2001/educ6.pdf">http://www.info.gov.za/whitepapers/2001/educ6.pdf</a>
5.2 Human Resource Development	<a href="http://www.info.gov.za/aboutsa/economy.htm#employment_skills">http://www.info.gov.za/aboutsa/economy.htm#employment_skills</a>
5.3 Private education	<a href="http://www.privateschooling.co.za/">http://www.privateschooling.co.za/</a>
Appendix 1	<a href="http://www.education.gov.za/">http://www.education.gov.za/</a>
Appendix 2	<a href="http://www.education.gov.za/">http://www.education.gov.za/</a>

## 7. Appendix 1, distribution of learners

Percentage distribution of learners in the education system in 2005:



(Source: Department of Education)

## 8. Appendix 2, overview: educational system

BAND	SCHOOL GRADES	NQF LEVEL	QUALIFICATIONS
HIGHER		8	Doctor's degree
		7	Master's degree
			Honours degree
			Postgraduate diploma
		6	General first degree
			Professional first degree postgraduate
			Bachelor's degree
		5	First diploma
			Higher certificate
			Certificate
FURTHER	12	4	Diplomas
	11	3	Certificates
	10	2	
GENERAL	9	1	Grade 9 / Adult Basic Education and Training level 4
	8		
	7		
	6		
	5		
	4		
	3		
	2		
	1		
R			

(Source: Department of Education)