

# SECTION 1: NATIONAL EDUCATION POLICY ACT 27 OF 1996

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# NATIONAL EDUCATION POLICY ACT 27 of 1996

[ASSENTED TO 16 APRIL, 1996]

[AFRIKAANS TEXT SIGNED BY THE PRESIDENT]

[DATE OF COMMENCEMENT: 24 APRIL, 1996]

## as amended by

Education Laws Amendment Act, No. 100 of 1997

Education Laws Amendment Act, No. 48 of 1999

## ACT

To provide for the determination of national policy for education; to amend the National Policy for General Education Affairs Act, 1984, so as to substitute certain definitions; to provide afresh for the determination of policy on salaries and conditions of employment of educators; and to provide for matters connected therewith.

## ARRANGEMENT OF SECTIONS

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## Preamble

WHEREAS it is necessary to adopt legislation to facilitate the democratic transformation of the national system of education into one which serves the needs and interests of all the people of South Africa and upholds their fundamental rights;

BE IT THEREFORE ENACTED by the Parliament of the Republic of South Africa as follows:

## Definitions

1. In this Act, unless the context indicates otherwise –

“**Committee**” means the Heads of Education Departments Committee established by section 10;

“**consultative body**” means a consultative body contemplated in section 11;

“**Council**” means the Council of Education Ministers established by section 9;

“**Department**” means the Department of Education;

“**Director-General**” means the Director-General: Education;

**“education”** means any education and training provided by an education institution, other than training as defined in section 1 of the Manpower Training Act, 1981 (Act No. 56 of 1981);

**“education department”** means the Department and a department of any provincial government which is responsible for education;

**“education institution”** means any institution providing education, whether early childhood education, primary, secondary, further or higher education, other than a university or technikon, and also an institution providing specialised, vocational, adult, distance or community education;

**“educator”** means any person who teaches, educates or trains other persons at an education institution or assists in rendering education services or education auxiliary or support services provided by or in an education department, but does not include any officer or employee as defined in section 1 of the Public Service Act, 1994 (Proclamation No. 103 of 1994);

**“Minister”** means the Minister of Education;

**“organised teaching profession”** means an organisation or union which is a member of the Education Labour Relations Council established by section 6 of the Education Labour Relations Act, 1993 (Act No. 146 of 1993), and is recognised by the Minister for the purposes of this Act;

**“policy instrument”** means the policy instrument referred to in section 7;

**“provincial political head of education”** means the member of an Executive Council responsible for education in a province;

**“school”** means a pre-primary, primary or secondary school;

**“stakeholder”** means an organisation or body with a direct and continuing interest in the education institution, programme, phase or sector in question;

**“student”** means any person enrolled in an education institution;

**“sub-committee”** means a sub-committee of the Committee.

### **Objectives of Act**

2. The objectives of the Act are to provide for –
- the determination of national education policy by the Minister in accordance with certain principles;
  - the consultations to be undertaken prior to the determination of policy, and the establishment of certain bodies for the purpose of consultation;
  - the publication and implementation of national education policy;
  - the monitoring and evaluation of education.

### **Determination of national education policy by Minister**

3. (1) The Minister shall determine national education policy in accordance with the provisions of the Constitution and this Act.
- (2) In determining national policy for education at education institutions, the Minister shall take into account the competence of the provincial legislatures in terms of section 146 of the Constitution, and the relevant provisions of any provincial law relating to education.  
[Sub-s. (2) substituted by s. 11(a) of Act No. 100 of 1997.]
- (3) Subject to the Constitution, national policy shall prevail over the whole or a part of any provincial policy on education if there is a conflict between the national and provincial policies.  
[Sub-s. (3) substituted by s. 4 of Act No. 48 of 1999.]
- (4) Subject to the provisions of subsections (1) to (3), the Minister shall determine national policy for the planning, provision, financing, co-ordination, management, governance, programmes, monitoring, evaluation and well-being of the education system and, without derogating from the generality of this section, may determine national policy for –
- education management information systems, including the provision of data in accordance with the international obligations of the government;
  - the organisation, management and governance of the national education system;
  - facilities, finance and development plans for education, including advice to the Financial and Fiscal Commission;
  - innovation, research and development in education;
  - the ratio between educators and students;
  - the professional education and accreditation of educators;

- (g) the organisation, management, governance, funding, establishment and registration of education institutions;
- (h) compulsory school education;
- (i) the admission of students to education institutions, which shall include the determination of the age of admission to schools;
- (j) the minimum number of hours per day and days per year during which education shall be provided for different phases of education in education institutions;
- (k) co-ordination of the dates of school terms among provinces;
- (l) curriculum frameworks, core syllabuses and education programmes, learning standards, examinations and the certification of qualifications, subject to the provisions of any law establishing a national qualifications framework or a certifying or accrediting body;
- (m) language in education;
- (n) control and discipline of students at education institutions: Provided that no person shall administer corporal punishment, or subject a student to psychological or physical abuse at any education institution;
- (o) education support services, including health, welfare, career and vocational development, counselling and guidance for education institutions, within the functional responsibility of a department of education;
- (p) co-operation between the Department and –
  - (i) other state departments;
  - (ii) provincial education departments;
  - (iii) local government; and
  - (iv) non-government organisations,with a view to advancing the national education policy contemplated in this section and the Reconstruction and Development Programme;
- (q) international relations in the field of education;
- (r) executive functions required to implement national education policy determined in terms of this Act, including the implementation of measures to address past discriminatory practices.

[Sub-s. (4) amended by s. 11(b) of Act No. 100 of 1997.]

#### **Directive principles of national education policy**

#### **4. The policy contemplated in section 3 shall be directed toward –**

- (a) the advancement and protection of the fundamental rights of every person guaranteed in terms of Chapter 2 of the Constitution, and in terms of international conventions ratified by Parliament, and in particular the right –
  - (i) of every person to be protected against unfair discrimination within or by an education department or education institution on any ground whatsoever;
  - (ii) of every person to basic education and equal access to education institutions;
  - (iii) of a parent or guardian in respect of the education of his or her child or ward;
  - (iv) of every child in respect of his or her education;
  - (v) of every student to be instructed in the language of his or her choice where this is reasonably practicable;
  - (vi) of every person to the freedoms of conscience, religion, thought, belief, opinion, expression and association within education institutions;
  - (vii) of every person to establish, where practicable, education institutions based on a common language, culture or religion, as long as there is no discrimination on the ground of race;
  - (viii) of every person to use the language and participate in the cultural life of his or her choice within an education institution;

[Para. (a) amended by s. 12 of Act No. 100 of 1997.]

- (b) enabling the education system to contribute to the full personal development of each student, and to the moral, social, cultural, political and economic development of the nation at large, including the advancement of democracy, human rights and the peaceful resolution of disputes;
- (c) achieving equitable education opportunities and the redress of past inequality in education provision, including the promotion of gender equality and the advancement of the status of women;
- (d) endeavouring to ensure that no person is denied the opportunity to receive an education to the maximum of his or her ability as a result of physical disability;
- (e) providing opportunities for and encouraging life-long learning;

- (f) achieving an integrated approach to education and training within a national qualifications framework;
- (g) cultivating skills, disciplines and capacities necessary for reconstruction and development;
- (h) recognising the aptitudes, abilities, interests, prior knowledge and experience of students;
- (i) encouraging independent and critical thought;
- (j) promoting a culture of respect for teaching and learning in education institutions;
- (k) promoting enquiry, research and the advancement of knowledge;
- (l) enhancing the quality of education and educational innovation through systematic research and development on education, monitoring and evaluating education provision and performance, and training educators and education managers;
- (m) ensuring broad public participation in the development of education policy and the representation of stakeholders in the governance of all aspects of the education system;
- (n) achieving the cost-effective use of education resources and sustainable implementation of education services;
- (o) achieving close co-operation between the national and provincial governments on matters relating to education, including the development of capacity in the departments of education, and the effective management of the national education system.

#### Consultation on national education policy

5. (1) Policy contemplated in section 3 shall be determined by the Minister after consultation with such appropriate consultative bodies as have been established for that purpose in terms of section 11 or any applicable law, and with –
- (a) the Council;
  - (b) such national organisations representing principals of institutions providing further education and training as defined in section 1 of the Further Education and Training Act, 1998 (Act No. 98 of 1998), as the Minister may recognise for this purpose;  
[Para. (b) substituted by s. 5 of Act No. 48 of 1999.]
  - (c) the trade unions represented in the Education Labour Relations Council referred to in section 37(3)(b) of the Labour Relations Act, 1995 (Act No. 66 of 1995), read with paragraph 3(2) of Schedule 1 to that Act;  
[Para. (c) substituted by s. 5 of Act No. 48 of 1999.]
  - (d) such national organisations representing governing bodies of schools as the Minister may recognise for this purpose;  
[Para. (d) substituted by s. 5 of Act No. 48 of 1999.]
  - (e) such national organisations representing students as the Minister may recognise for this purpose;
  - (f) such other national stakeholder bodies as the Minister may recognise for this purpose.
- (2) The policy contemplated in section 3 shall be determined by the Minister with the concurrence of the Minister of Finance in so far as it involves expenditure from the State Revenue Fund.
- (3) Nothing in this section shall limit the discretion of the Minister to consult whomsoever he or she wishes for advice on the determination of national education policy.

#### Consultation on legislation

6. Legislation on a matter referred to in section 3 shall be introduced in Parliament or, in the case of regulations, be published in the *Gazette* only after consultation between the Minister and –
- (a) the Council, in respect of education at education institutions; and
  - (b) all the parties in the Education Labour Relations Council established by section 6 of the Education Labour Relations Act, 1993 (Act No. 146 of 1993), in respect of any matter falling within the objectives of that Act.

#### Publication of national education policy

7. The Minister shall within 21 days after determining policy in terms of section 3–
- (a) give notice of such determination in the *Gazette* and indicate in such notice where the policy instrument issued with regard thereto may be obtained;
  - (b) table the policy instrument referred to in paragraph (a) in Parliament within 21 days after the notice has appeared in the *Gazette*, if Parliament is then in ordinary session, or, if Parliament is not in ordinary session, within 21 days after the commencement of the first ensuing ordinary session of Parliament.

#### Monitoring and evaluation of education

8. (1) The Minister shall direct that the standards of education provision, delivery and performance throughout the Republic be monitored and evaluated by the Department annually or at other specified intervals, with the

object of assessing progress in complying with the provisions of the Constitution and with national education policy, particularly as determined in terms of section 3(3).

- (2) Each directive issued in terms of subsection (1) shall comply with the provisions of any law establishing a national qualifications framework, and shall be formulated after consultation with the bodies referred to in section 5(1).
- (3) The Department shall undertake the monitoring and evaluation contemplated in subsection (1) by analysis of data gathered by means of education management information systems, or by other suitable means, in co-operation with provincial departments of education.
- (4) The Department shall fulfill its responsibilities in terms of subsections (1) to (3) in a reasonable manner, with a view to enhancing professional capacities in monitoring and evaluation throughout the national education system, and assisting the competent authorities by all practical means within the limits of available public resources to raise the standards of education provision and performance.
- (5) The Department shall prepare and publish a report on the results of each investigation undertaken in terms of subsection (3) after providing an opportunity for the competent authority concerned to comment, which comment shall be published with the report.
- (6) If a report prepared in terms of subsection (5) indicates that the standards of education provision, delivery and performance in a province do not comply with the Constitution or with the policy determined in terms of section 3(3), the Minister shall inform the provincial political head of education concerned and require the submission within 90 days of a plan to remedy the situation.
- (7) A plan required by the Minister in terms of subsection (6) shall be prepared by the provincial education department concerned in consultation with the Department, and the Minister shall table the plan in Parliament with his or her comments within 21 days of receipt, if Parliament is then in ordinary session, or, if Parliament is not in ordinary session, within 21 days after the commencement of the first ensuing ordinary session of Parliament.

#### **Council of Education Ministers**

9. (1) There is hereby established a council, called the Council of Education Ministers, consisting of –
- (a) the Minister, who shall be the chairperson;
  - (b) the Deputy Minister of Education, if such Deputy Minister is appointed, who in the absence of the Minister shall be designated by the Minister as chairperson; and
  - (c) every provincial political head of education.
- (2) The Director-General shall attend meetings of the Council in order to report on the proceedings of the Committee, and to advise on any other matter relating to the responsibilities of the Department.
- (3) The chairpersons of the Portfolio Committee on Education in the National Assembly and the Select Committee on Education in the Senate may attend meetings of the Council.
- (4) The functions of the Council shall be to –
- (a) promote a national education policy which takes full account of the policies of the government, the principles contained in section 4, the education interests and needs of the provinces, and the respective competence of Parliament and the provincial legislatures in terms of section 146 of the Constitution;
- [Para. (a) substituted by s. 13 of Act No. 100 of 1997.]
- (b) share information and views on all aspects of education in the Republic; and
  - (c) co-ordinate action on matters of mutual interest to the national and provincial governments.
- (5) The Council may draw up such rules regarding the convening of its meetings, the frequency of its meetings, the procedure at its meetings, including the quorum for its meetings, and any other matter it may deem necessary or expedient for the proper performance of its functions or the exercise of its powers.
- (6) The proceedings of the Council shall not be invalid merely by virtue of the fact that there is a vacancy in the Council.

#### **Heads of Education Departments Committee**

10. (1) There is hereby established a committee called the Heads of Education Departments Committee consisting of –
- (a) the Director-General, who shall be the chairperson;
  - (b) the Deputy Directors-General of the Department; and
  - (c) the heads of the provincial education departments.
- (2) The functions of the Committee shall be to –
- (a) facilitate the development of a national education system in accordance with the objectives and principles provided for in this Act;
  - (b) share information and views on national education;

- (c) co-ordinate administrative action on matters of mutual interest to the education departments; and
  - (d) advise the Department on any matter contemplated in sections 3, 4, 5, 6, 7, 8 and 11 in respect of education, or on any other matter relating to the proper functioning of the national education system.
- (3) The Committee may establish sub-committees to assist it in the performance of its functions, and –
- (a) may appoint persons who are not members of the Committee to be members of a sub-committee: Provided that the organised teaching profession shall be invited to nominate representatives as members of each sub-committee;
  - (b) designate the chairperson of a sub-committee or direct that the chairperson be appointed by the sub-committee from among its members.
- (4) (a) Meetings of the Committee shall be held at such times and places as the chairperson of the Committee may determine.
- (b) The proceedings of the Committee shall not be invalid merely by virtue of the fact that there is a vacancy in the Committee.
- (c) If the chairperson of the Committee is absent from a meeting of the Committee, one of the Deputy Directors-General designated for this purpose by the chairperson shall take the chair at that meeting.
- (5) The Committee may draw up rules regarding the procedure at its meetings, including the quorum for its meetings, and any other matter it may deem necessary or expedient for the proper performance of its functions or the exercise of its powers: Provided that not less than four meetings per year shall be held.

#### **Consultative bodies**

11. (1) The Minister may, subject to any applicable law, by regulation establish such bodies as may be necessary to advise him or her on matters contemplated in section 3: Provided that the Minister shall establish –
- (a) a body to be known as the National Education and Training Council, whose membership shall reflect the main national stake-holders in the national education system, to advise on broad policy and strategy for the development of the national education system and the advancement of an integrated approach to education and training;
  - (b) such other bodies as may be necessary to represent the interests of particular sectors of the education system.
- (2) The composition, qualifications for membership, duties, powers and functions of a body established in terms of subsection (1), and the term of office of its members, shall be as prescribed by regulation: Provided that the bodies referred to in section 5(1)(c), shall be invited to nominate representatives to any such consultative body within their respective spheres of interest.
- (3) Different regulations may be made in respect of different bodies established under subsection (1).

#### **Allowances and remuneration of members of sub-committees and consultative bodies**

12. A member of a sub-committee or a consultative body, who is not in the full-time employment of the State may, in respect of the services rendered by that member in connection with the affairs of the sub-committee or consultative body, from money appropriated for that purpose by Parliament, be paid such travelling and subsistence and other allowances, as the Minister, with the concurrence of the Minister of Finance, may determine.

#### **Administrative functions of Council, Committee, and consultative bodies**

13. (1) The administrative functions of the Council, Committee and each consultative body shall be performed by officials of the Department who are designated by the Director-General for that purpose.
- (2) The Director-General shall in respect of the Council, Committee and each consultative body designate a Secretary under whose direction the other officials shall perform their functions.

#### **Amendment of Act 76 of 1984**

14. (1) Subject to the provisions of subsection (2), the National Policy for General Education Affairs Act, 1984 (Act No. 76 of 1984), is hereby amended to the extent set out in the Schedule.
- (2) Anything done under a provision of the National Policy for General Education Affairs Act, 1984, prior to the amendment thereof by subsection (1), shall remain in force as if such amendment had not been made.

#### **Short title**

15. This Act shall be called the National Education Policy Act, 1996.

## Schedule

<i>Number and year of law</i>	<i>Short title</i>	<i>Extent of repeal</i>
Act No. 76 of 1984	National Policy for General Education Affairs Act	<p>1. The substitution for section 1 of the following section:</p> <p><b>“Definitions</b></p> <p>1. In this Act, unless the context indicates otherwise –</p> <p>    <b>‘department of education’</b> means the departments of the national and provincial governments which are responsible for education;</p> <p>    <b>‘educator’</b> means any person who teaches, educates or trains other persons at any school, technical college or teachers’ training college, or assists in rendering professional services or educational auxiliary services provided by or in a department of education, but does not include any officer or employee, as defined in section 1 of the Public Service Act, 1994 (Proclamation No. 103 of 1994);</p> <p>    <b>‘Minister’</b> means the Minister of Education”.</p> <p>2. The substitution for section 2 of the following section:</p> <p><b>“Determination of policy on salaries and conditions of employment of educators</b></p> <p>2. (1) Subject to the provisions of this section and the provisions of any law regarding the financing of education, the Minister may determine the national policy to be applied in respect of the salaries and conditions of employment of educators.</p> <p>    (2) The policy contemplated in subsection (1) shall be determined by the Minister in accordance with the provisions of the Education Labour Relations Act, 1993 (Act No. 146 of 1993), and, if it involves expenditure from the State Revenue Fund, with the concurrence of the Minister of Finance.”.</p> <p>3. The repeal of sections 3, 4, 5, 6, 7, 8, 9 and 10.</p> <p>4. The substitution for section 11 of the following section:</p> <p><b>“Short title</b></p> <p>11. This Act shall be called the National Policy on the Salaries and Conditions of Employment of Educators Act, 1984.”.</p> <p>5. The substitution for the long title of the following long title:</p> <p>“To provide for the determination of national policy in respect of salaries and conditions of employment of educators; and for matters connected therewith.”.</p>



# ADMISSION POLICY FOR ORDINARY PUBLIC SCHOOLS

G.N. 2432 of 1998 published in *Government Gazette* No. 19377 dated 19 October 1998

## ADMISSION POLICY FOR ORDINARY PUBLIC SCHOOLS

The Minister of Education, after consultation with each Member of the Council of Education Ministers, hereby give notice in terms of section 3(4)(i) of the National Education Policy Act, 1996 (No. 27 of 1996) of the admission policy for learners to ordinary public schools, as set out in the Schedule.

**Minister of Education**

October 1998

## SCHEDULE

### ADMISSION POLICY FOR ORDINARY PUBLIC SCHOOLS

#### Interpretation

1. In this policy any expression to which a meaning has been assigned in the National Education Policy Act, 1996 (Act No. 27 of 1996) and the South African Schools Act, 1996 (Act No. 84 of 1996), has that meaning.

#### Scope

2. This policy, read with the age requirement for admission to ordinary public schools, published in the same government notice, applies uniformly in all provincial departments of education and ordinary public schools.
3. The admission policy of an ordinary public school must be consistent with this policy.

#### Purpose

4. The purpose of this policy is to provide a framework to all provincial departments of education and governing bodies of public schools for developing the admission policy of the school.

#### Administration of admissions

5. The Head of Department must determine a process of registration for admission to public schools in order to enable the admission of learners to take place in a timely and an efficient manner. The Head of Department and the school governing bodies should encourage parents<sup>1</sup> to apply for the admission of their children before the end of the preceding school year.
6. The Head of Department is responsible for the administration of the admission of learners to a public school. The Head of Department may delegate the responsibility for the admission of learners to a school to officials of the Department.
7. The admission policy of a public school is determined by the governing body of the school in terms of section 5(5) of the South African Schools Act, 1996 (No. 84 of 1996). The policy must be consistent with the Constitution of the Republic of South Africa, 1996 (No. 108 of 1996), the South African Schools Act, 1996 and applicable provincial law. The governing body of a public school must make a copy of the school's admission policy available to the Head of Department.
8. The Head of Department must co-ordinate the provision of schools and the administration of admissions of learners to ordinary public schools with governing bodies to ensure that all eligible learners are suitably accommodated in terms of the South African Schools Act, 1996. Subject to this policy, it is particularly important that all eligible learners of compulsory school going age are accommodated in public schools.
9. The admission policy of a public school and the administration of admissions by an education department must not unfairly discriminate in any way against an applicant for admission.

<sup>1</sup> "Parent" means –

- (a) the parent or guardian of a learner,
- (b) the person legally entitled to custody of a learner; or
- (c) the person who undertakes to fulfil the obligations of a person referred to in paragraphs (a) and (b) towards the learner's education at school.

10. A learner is admitted to the total school programme and may not be suspended from classes, denied access to cultural, sporting or social activities of the school, denied a school report or transfer certificates, or otherwise victimised on the grounds that his or her parent –
  - (a) is unable to pay or has not paid the required school fees;
  - (b) does not subscribe to the mission statement and code of conduct of the school; or
  - (c) has refused to enter into a contract in terms of which the parent waives any claim for damages arising out of the education of the learner.
11. The governing body of a public school may not administer any test relating to the admission of a learner to a public school, or direct or authorise the principal of the school or any person to administer such a test. Where placement in a specific course or programme, eg technical field of study, dance or music, is required and where it would be in the educational interest of a learner, he or she may be requested by the Head of Department to undertake a suitable test to assist a placement decision.
12. The name of a learner must be removed from a school's admission register when the learner –
  - (a) leaves the school after grade 12 or after completing the compulsory school attendance period, or is granted exemption from compulsory attendance according to section (4) of the South African Schools Act;
  - (b) applies for a transfer to another school and the transfer is effected;
  - (c) is expelled from school; or
  - (d) dies.
13. If a learner of compulsory school going age fails to attend school, the Head of Department may act in terms of section 3(5) and (6) of the South African Schools Act, 1996.

#### **Documents required for admission of a learner**

14. A parent must complete an application form for admission, which should be made available to him or her by the principal of the school together with the admission policy and the code of conduct for learners of the school. The principal must ensure that parents are given whatever assistance they may require to complete the form.
15. When a parent applies for admission of a learner to an ordinary public school, the parent must present an official birth certificate of the learner to the principal of the public school. If the parent is unable to submit the birth certificate, the learner may be admitted conditionally until a copy of the birth certificate is obtained from the regional office of the Department of Home Affairs. The principal must advise parents that it is an offence to make a false statement about the age of a child. (See Births and Deaths Registration Act, 1992 (No. 51 of 1992).) The parent must ensure that the admission of the learner is finalised within three months of conditional admission.
16. On application for admission, a parent must show proof that the learner has been immunised against the following communicable diseases: polio, measles, tuberculosis, diphtheria, tetanus and hepatitis B. If a parent is unable to show proof of immunisation, the principal must advise the parent on having the learner immunised as part of the free primary health care programme.
17. When a learner transfers from one public school to another, the principal must complete a transfer card and hand it to the parent, or forward it to the principal of the receiving school. The learner's transfer card must be attached to the application form for admission to the receiving school.
18. If the transfer card is not available the principal of the receiving school may admit the learner and place the learner in a grade on the basis of the following documentation:
  - (a) the last report card issued by the previous school;
  - (b) other equivalent documentation from the previous school; or
  - (c) a written affidavit of the parent stating the reason for not having the transfer card and the grade the learner attended at the previous school.

#### **Admission of non-citizens**

19. The South African Schools Act, 1996 and this policy apply equally to learners who are not citizens of the Republic of South Africa and whose parents are in possession of a permit for temporary or permanent residence issued by the Department of Home Affairs.
20. A learner who entered the country on a study permit must present the study permit on admission to the public school.
21. Persons classified as illegal aliens must, when they apply for admission for their children or for themselves, show evidence that they have applied to the Department of Home Affairs to legalise their stay in the country in terms of the Aliens Control Act, 1991 (No. 96 of 1991).

#### **Learners with special education needs**

22. The rights and wishes of learners with special education needs, must be taken into account at the admission of the learners to an ordinary public school. The South African Schools Act, 1996 requires ordinary public schools to admit learners with special education needs, where this is reasonably practical. Schools are encouraged to make the necessary arrangements, as far as practically possible, to make their facilities accessible to such learners.

23. Where the necessary support which would facilitate the integration of a learner in a particular educational context, cannot be provided, the principal of the school must refer the application for admission to the Head of Department to have the learner admitted to a suitable public school in that province or to a school in another province.
24. Before the Head of Department refers a learner as contemplated in paragraph 23, the Head of Department must arrange for consultation with parents, educators and other support personnel concerned. These consultations must form part of the assessment of the learner before the learner is referred to another public school. This process should be handled as a matter of urgency to facilitate the admission of a learner as soon as possible to ensure that the learner is not prejudiced in receiving appropriate education.
25. Assessment and consultation relating to a change of placement must be carried out by a team based at the school in consultation with parents, educators and other relevant support personnel. The Head of Department of the province concerned must approve the placement.

#### **Age requirements for the admission of a learner to an ordinary public school or different grades of a school**

26. Learners are to be admitted to public schools and placed in different grades in the school according to the age requirements published in the same notice.
27. If a learner has been admitted to a public school at an age above the age norm for a grade, such learner must, as far as possible, be placed in a fast track facility, or with his or her peer group, unless it is not in the educational interest of the learner. In the latter case the learner must be placed in a suitable lower grade, and an accelerated programme must be worked out for the learner to enable him or her to catch up with the peer group as soon as possible.
28. The age-grade norm does not apply to a learner who is already enrolled at a public school on 1 January 2000, except that paragraph 27 may apply if it is deemed to be in the best interests of the learner.
29. A learner who is 16 years of age or older and who has never attended school and who is seeking admission for the first time or did not make sufficient progress with his or her peer group, must be advised to enroll at an Adult Basic Education and Training (ABET) centre.

#### **Repetition**

30. A learner who has repeated one or more years at school in terms of this policy is exempt from the age grade norm, except that, if a learner is three years older than the norm age per grade, the Head of Department must determine whether the learner will be admitted to that grade.
31. In principle, learners should progress with their age cohort. Repetition of grades seldom results in significant increases in learning attainment and frequently has the opposite result. The norm for repetition is one year per school phase where necessary. Multiple repetition in one grade is not permissible.
32. The norm is not to be construed as promoting the practice of automatic promotion. A learner's needs must be attended to through the efforts of the learner, and his or her teachers, with support from the learner's family and peers.

#### **School zoning**

33. A Head of Department, after consultation with representatives of governing bodies, may determine feeder zones for ordinary public schools, in order to control the learner numbers of schools and co-ordinate parental preferences. Such feeder zones need not be geographically adjacent to the school or each other.
34. If a feeder zone is created –
  - (a) preference must be given to a learner who lives in the feeder zone of a school or who resides with his or her parents at an employer's home in the feeder zone;
  - (b) a learner who lives outside the feeder zone is not precluded from seeking admission at whichever school he or she chooses. However, access to a chosen school cannot be guaranteed;
  - (c) a learner who lives within the feeder zone of a school A must be referred to the neighbouring school B, if school A is oversubscribed. If school B is oversubscribed, an alternative school within a reasonable distance must be found by the Head of Department. If that is not possible, school A must admit the learner;
  - (d) the preference order of admission is:–
    - (i) learners whose parents live in the feeder zone, in their own domicile or their employer's domicile;
    - (ii) learners whose parent's work address is in the feeder area; or
    - (iii) other learners: first come first served.
35. A school with a specific field of study, eg a technical school, must have much larger feeder zones to accommodate learners with specific aptitudes, interests or needs.

#### **Register of admission**

36. The principal of a public school must keep a register of admission to the school. All admissions of learners to the school must be recorded in the register of admission. The register must contain the name, date of birth, age,

identity number, if applicable, and address of the learner as well as the names of the learner's parents<sup>2</sup> as defined in the South African Schools Act, 1996 and their addresses and telephone numbers, where applicable.

37. Entries in the register of admission must be verified against the birth certificate or identity document of the learner concerned.
38. Officials of the provincial education department must have access to the register of admission.

#### **Rights and obligations of parents**

39. The governing body of a school must inform all parents of learners admitted to a school of their rights and obligations in terms of the South African Schools Act, 1996, any applicable provincial law. Parents must specifically be informed about their rights and obligations in respect to the governance and affairs of the school, including the process of deciding the school budget, any decision of a parent meeting relating to school fees, and the Code of Conduct for Learners.
40. Parents have an obligation to support their children to attend school regularly.

#### **Home education**

41. A parent who wishes to provide home education for his or her child must apply to the Head of Department for registration.
42. The Head of Department will register such a learner if he or she is satisfied that the conditions stipulated in section 51 of the South African Schools Act, 1966, are complied with.

#### **Right of appeal**

43. Any learner or parent of a learner who has been refused admission to a public school may appeal against the decision to the Member of the Executive Council in terms of section 5(9) of the South African Schools Act, 1996.

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<sup>2</sup> "Parent" means –

- (a) the parent or guardian of a learner,
- (b) the person legally entitled to custody of a learner; or
- (c) the person who undertakes to fulfil the obligations of a person referred to in paragraphs (a) and (b) towards the learner's education at school.

# NATIONAL POLICY ON HIV/AIDS, FOR LEARNERS AND EDUCATORS IN PUBLIC SCHOOLS, AND STUDENTS AND EDUCATORS IN FURTHER EDUCATION AND TRAINING INSTITUTIONS

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## NATIONAL POLICY ON HIV/AIDS, FOR LEARNERS AND EDUCATORS IN PUBLIC SCHOOLS, AND STUDENTS AND EDUCATORS IN FURTHER EDUCATION AND TRAINING INSTITUTIONS

I, Kader Asmal, Minister of Education, after consultation with the Council of Education Ministers, hereby publish the national policy on HIV/AIDS for learners in public schools, and students and educators in further education and training institutions, in terms of section 3(4) of the National Education Policy Act, 1996 (No. 27 of 1996), as set out in the Schedule.

**Professor Kader Asmal**  
**Minister of Education**  
August 1999

### SCHEDULE

## NATIONAL POLICY ON HIV/AIDS, FOR LEARNERS AND EDUCATORS IN PUBLIC SCHOOLS AND STUDENTS AND EDUCATORS IN FURTHER EDUCATION AND TRAINING INSTITUTIONS

### Preamble

Acquired Immune Deficiency Syndrome (AIDS) is a communicable disease that is caused by the Human Immunodeficiency Virus (HIV).

In South Africa, HIV is spread mainly through sexual contact between men and women. In addition, around one third of babies born to HIV-infected women will be infected at birth or through breast-feeding. The risk of transmission of the virus from mother to baby is reduced by antiretroviral drugs.

Infection through contact with HIV-infected blood, intravenous drug use and homosexual sex does occur in South Africa, but constitutes a very small proportion of all infections. Blood transfusions are thoroughly screened and the chances of infection from transfusion are extremely low.

People do not develop AIDS as soon as they are infected with HIV. Most experience a long period of around 5–8 years during which they feel well and remain productive members of families and workforces. In this asymptomatic period, they can pass their infection on to other people without realising that they are HIV infected.

During the asymptomatic period, the virus gradually weakens the infected person's immune system, making it increasingly difficult to fight off other infections. Symptoms start to occur and people develop conditions such as skin rashes, chronic diarrhoea, weight loss, fevers, swollen lymph glands and certain cancers. Many of these problems can be prevented or treated effectively. Although these infections can be treated, the underlying HIV infection cannot be cured.

Once HIV-infected people have a severe infection or cancer (a condition known as symptomatic AIDS) they usually die within 1 to 2 years. The estimated average time from HIV infection to death in South Africa is 6 to 10 years. Many HIV infected people progress to AIDS and death in much shorter periods. Some live for 10 years or more with minimal health problems, but virtually all will eventually die of AIDS.

HIV-infected babies generally survive for shorter periods than HIV-infected adults. Many die within two years of birth, and most will die before they turn five. However, a significant number may survive even into their teenage years before developing AIDS.

**No cure for HIV infection is available at present. Any cure which is discovered may well be unaffordable for most South Africans.**

HIV/AIDS is one of the major challenges to all South Africans. The findings of the 1998 HIV survey among pregnant women attending public antenatal clinics of the Department of Health, show that the HIV/AIDS epidemic in South Africa is among the most severe in the world and it continues to increase at an alarming pace. The rate of increase is estimated at 33.8%. Using these figures, it is estimated that one in eight of the country's sexually active population – those over the age of 14 years – is now infected. In the antenatal survey, the prevalence of HIV/AIDS among pregnant women under the age of 20 years has risen by a frightening 65.4% from 1997 to 1998.

According to the 1998 United Nations Report on HIV/AIDS Human Development in South Africa, it is estimated that almost 25% of the general population will be HIV positive by the year 2010. The achievements of recent decades, particularly in relation to life expectancy and educational attainment, will inevitably be slowed down by the impact of current high rates of HIV prevalence and the rise in AIDS-related illnesses and deaths. This will place increased pressures on learners, students and educators.

Because the Ministry of Education acknowledges the seriousness of the HIV/AIDS epidemic, and international and local evidence suggests that there is a great deal that can be done to influence the course of the epidemic, the Ministry is committed to minimise the social, economic and developmental consequences of HIV/AIDS to the education system, all learners, students and educators, and to provide leadership to implement an HIV/AIDS policy. This policy seeks to contribute towards promoting effective prevention and care within the context of the public education system.

In keeping with international standards and in accordance with education law and the constitutional guarantees of the right to a basic education, the right not to be unfairly discriminated against, the right to life and bodily integrity, the right to privacy, the right to freedom of access to information, the right to freedom of conscience, religion, thought, belief and opinion, the right to freedom of association, the right to a safe environment, and the best interests of the child, the following shall constitute national policy.

## 1. Definitions

In this policy any expression to which a meaning has been assigned in the South African Schools Act, 1996 (Act No. 84 of 1996), the Further Education and Training Act, 1998 (Act No. 98 of 1998) and the Employment of Educators Act, 1998 (Act No. 76 of 1998), shall have that meaning and, unless the context otherwise indicates –

“**AIDS**” means the acquired immune deficiency syndrome, that is the final phase of HIV infection;

“**HIV**” means the human immunodeficiency virus;

“**institution**” means an institution for further education and training, including an institution contemplated in section 38 of the Further Education and Training Act, 1998 (Act No. 98 of 1998);

“**sexual abuse**” means abuse of a person targeting their sexual organs, eg rape, touching their private parts, or inserting objects into their private parts;

“**unfair discrimination**” means direct or indirect unfair discrimination against anyone on one or more grounds in terms of the Constitution of the Republic of South Africa, 1996 (Act No.108 of 1996);

“**universal precautions**” refers to the concept used worldwide in the context of HIV/AIDS to indicate standard infection control procedures or precautionary measures aimed at the prevention of HIV transmission from one person to another and includes procedures concerning basic hygiene and the wearing of protective clothing such as latex or rubber gloves or plastic bags when there is a risk of exposure to blood, blood-borne pathogens or blood-stained body fluids;

“**violence**” means violent conduct or treatment that harms the person of the victim, for example assault and rape;

“**window period**” means the period of up to three months before HIV antibodies appear in the blood following HIV infection. During this period HIV tests cannot determine whether a person is infected with HIV or not.

## 2. Premises

2.1 Although there are no known cases of the transmission of HIV in schools or institutions, there are learners with HIV/AIDS in schools. More and more children who acquire HIV prenatally will, with adequate medical care, reach school-going age and attend school. Consequently a large proportion of the learner and student population and educators are at risk of contracting HIV/AIDS.

2.2 HIV cannot be transmitted through day-to-day social contact. The virus is transmitted only through blood, semen, vaginal and cervical fluids and breast milk. Although the virus has been identified in other body fluids such as saliva and urine, no scientific evidence exists to show that these fluids can cause transmission of HIV.

2.3 Because of the increase in infection rates, learners, students and educators with HIV/AIDS will increasingly form part of the population of schools and institutions. Since many young people are sexually active, increasing numbers of learners attending primary and secondary schools, and students attending institutions might be infected. Moreover, there is a risk of HIV transmission as a result of sexual abuse of children in our country. Intravenous drug abuse is also a source of HIV transmission among learners and students. Although the possibility is remote, recipients of infected blood products during blood transfusions (for instance haemophiliacs), may also be present at schools and institutions. Because of the increasing prevalence of HIV/AIDS in schools, it is imperative that each school must have a planned strategy to cope with the epidemic.

2.4 Because of the nature of HIV antibody testing and the “window period” or “apparently well period” between infection and the onset of clearly identifiable symptoms, it is impossible to know with absolute certainty who has HIV/AIDS and who does not. Although the Department of Health conducts tests among women attending ante-natal clinics in public health facilities in South Africa as a mechanism of monitoring the progression of the HIV epidemic in South Africa, testing for HIV/AIDS for employment or attendance at schools is prohibited.

- 2.5 Compulsory disclosure of a learner's, student's or educator's HIV/AIDS status to school or institution authorities is not advocated as this would serve no meaningful purpose. In case of disclosure, educators should be prepared to handle such disclosures and be given support to handle confidentiality issues.
- 2.6 Learners and students with HIV/AIDS should lead as full a life as possible and should not be denied the opportunity to receive an education to the maximum of their ability. Likewise, educators with HIV/AIDS should lead as full a professional life as possible, with the same rights and opportunities as other educators and with no unfair discrimination being practised against them. Infection control measures and adaptations must be universally applied and carried out regardless of the known or unknown HIV status of individuals concerned.
  - 2.6.1 The risk of transmission of HIV in the day-to-day school or institution environment in the context of physical injuries, can be effectively eliminated by following standard infection-control procedures or precautionary measures (also known as universal precautions) and good hygiene practices under all circumstances. This would imply that in situations of potential exposure, such as in dealing with accidental or other physical injuries, or medical intervention on school or institution premises in case of illness, all persons should be considered as potentially infected and their blood and body fluids treated as such.
  - 2.6.2 Strict adherence to universal precautions under all circumstances in the school or institution is advised.
  - 2.6.3 Current scientific evidence suggests that the risk of HIV transmission during teaching, sport and play activities is insignificant. There is no risk of transmission from saliva, sweat, tears, urine, respiratory droplets, handshaking, swimming-pool water, communal bath water, toilets, food or drinking water. The statement about the insignificant risk of transmission during teaching, sport and play activities, however, holds true only if universal precautions are adhered to. Adequate wound management has to take place in the classroom and laboratory or on the sports field or playground when a learner or student sustains an open bleeding wound. Contact sports such as boxing and rugby could probably be regarded as sports representing a higher risk of HIV transmission than other sports, although the inherent risk of transmission during any such sport is very low.
  - 2.6.4 Public funds should be made available to ensure the application of universal precautions and the supply of adequate information and education on HIV transmission. The State's duty to take all reasonable steps to ensure safe school and institution environments, is regarded as a sound investment in the future of South Africa.
  - 2.6.5 Within the context of sexual relations, the risk of contracting HIV is significant. There are high levels of sexually active persons within the learner population group in schools. This increases the risk of HIV transmission in schools and institutions for further education and training considerably. Besides sexuality education, morality and life skills education being provided by educators, parents should be encouraged to provide their children with healthy morals, sexuality education and guidance regarding sexual abstinence until marriage and faithfulness to their partners. Sexually active persons should be advised to practise safe sex and to use condoms. Learners and students should be educated about their rights concerning their own bodies, to protect themselves against rape, violence, inappropriate sexual behaviour and contracting HIV.
- 2.7 The constitutional rights of all learners, students and educators must be protected on an equal basis. If a suitably qualified person ascertains that a learner, student or educator poses a medically recognised significant health risk to others, appropriate measures should be taken. A medically recognised significant health risk in the context of HIV/AIDS could include the presence of untreatable contagious (highly communicable) diseases, uncontrollable bleeding, unmanageable wounds, or sexual or physically aggressive behaviour, which may create the risk of HIV transmission.
- 2.8 Furthermore, learners and students with infectious illnesses such as measles, German measles, chicken pox, whooping cough and mumps should be kept away from the school or institution to protect all other members of the school or institution, especially those whose immune systems may be impaired by HIV/AIDS.
- 2.9 Schools and institutions should inform parents of vaccination/inoculation programmes and of their possible significance for the wellbeing of learners and students with HIV/AIDS. Local health clinics could be approached to assist with immunisation.
- 2.10 Learners and students must receive education about HIV/AIDS and abstinence in the context of life-skills education on an ongoing basis. Life-skills and HIV/AIDS education should not be presented as isolated learning content, but should be integrated in the whole curriculum. It should be presented in a scientific but understandable way. Appropriate course content should be available for the pre-service and in-service training of educators to cope with HIV/AIDS in schools. Enough educators to educate learners about the epidemic should also be provided.
  - 2.10.1 The purpose of education about HIV/AIDS is to prevent the spread of HIV infection, to allay excessive fears of the epidemic, to reduce the stigma attached to it and to instill non-discriminatory attitudes towards persons with HIV/AIDS. Education should ensure that learners and students acquire age- and context-appropriate knowledge and skills in order that they may adopt and maintain behaviour that will protect them from HIV infection.

- 2.10.2 In the primary grades, the regular educator should provide education about HIV/AIDS, while in secondary grades the guidance counsellor would ideally be the appropriate educator. Because of the sensitive nature of the learning content, the educators selected to offer this education should be specifically trained and supported by the support staff responsible for life-skills and HIV/AIDS education in the school and province. The educators should feel at ease with the content and should be a rolemodel with whom learners and students can easily identify. Educators should also be informed by the principal and educator unions of courses for educators to improve their knowledge of, and skills to deal with, HIV/AIDS.
- 2.10.3 All educators should be trained to give guidance on HIV/AIDS. Educators should respect their position of trust and the constitutional rights of all learners and students in the context of HIV/AIDS.
- 2.11 In order to meet the demands of the wide variety of circumstances posed by the South African community and to acknowledge the importance of governing bodies, councils and parents in the education partnership, this national policy is intended as broad principles only. It is envisaged that the governing body of a school, acting within its functions under the South African Schools Act, 1996, and the Council of a Further Education and Training Institution, acting within its functions under the Further Education and Training Act, 1998, or any provincial law, should preferably give operational effect to the national policy by developing and adopting an HIV/AIDS implementation plan that would reflect the needs, ethos and values of a specific school or institution and its community within the framework of the national policy.
- 3. Non-discrimination and equality with regard to learners, students and educators with HIV/AIDS**
- 3.1 No learner, student or educator with HIV/AIDS may be unfairly discriminated against directly or indirectly. Educators should be alert to unfair accusations against any person suspected to have HIV/AIDS.
- 3.2 Learners, students, educators and other staff with HIV/AIDS should be treated in a just, humane and life-affirming way.
- 3.3 Any special measures in respect of a learner, student or educator with HIV should be fair and justifiable in the light of medical facts; established legal rules and principles; ethical guidelines; the best interest of the learner, student and educator with HIV/AIDS; school or institution conditions; and the best interest of other learners, students and educators.
- 3.4 To prevent discrimination, all learners, students and educators should be educated about fundamental human rights as contained in the Constitution of the Republic of South Africa, 1996.
- 4. HIV/AIDS testing and the admission of learners to a school and students to an institution, or the appointment of educators**
- 4.1 No learner or student may be denied admission to or continued attendance at a school or an institution on account of his or her HIV/AIDS status or perceived HIV/AIDS status.
- 4.2 No educator may be denied the right to be appointed in a post, to teach or to be promoted on account of his or her HIV/AIDS status or perceived HIV/AIDS status. HIV/AIDS status may not be a reason for dismissal of an educator, nor for refusing to conclude, or continue, or renew an educator's employment contract, nor to treat him or her in any unfair discriminatory manner.
- 4.3 There is no medical justification for routine testing of learners, students or educators for evidence of HIV infection. The testing of learners or students for HIV/AIDS as a prerequisite for admission to, or continued attendance at school or institution, to determine the incidence of HIV/AIDS at schools or institutions, is prohibited. The testing of educators for HIV/AIDS as a prerequisite for appointment or continued service is prohibited.
- 5. Attendance at schools and institutions by learners or students with HIV/AIDS**
- 5.1 Learners and students with HIV have the right to attend any school or institution. The needs of learners and students with HIV/AIDS with regard to their right to basic education should as far as is reasonably practicable be accommodated in the school or institution.
- 5.2 Learners and students with HIV/AIDS are expected to attend classes in accordance with statutory requirements for as long as they are able to do so effectively.
- 5.3 Learners of compulsory school-going age with HIV/AIDS, who are unable to benefit from attendance at school or home education, may be granted exemption from attendance in terms of section 4(1) of the South African Schools Act, 1996, by the Head of Department, after consultation with the principal, the parents and the medical practitioner where possible.
- 5.4 If and when learners and students with HIV/AIDS become incapacitated through illness, the school or institution should make work available to them for study at home and should support continued learning where possible. Parents should, where practically possible, be allowed to educate their children at home in accordance with the policy for home education in terms of section 51 of the South African Schools Act, 1996, or provide older learners with distance education.
- 5.5 Learners and students who cannot be accommodated in this way or who develop HIV/AIDS-related behavioural problems or neurological damage, should be accommodated, as far as is practically possible, within the education system in special schools or specialised residential institutions for learners with



special education needs. Educators in these institutions must be empowered to take care of and support HIV-positive learners. However, placement in special schools should not be used as an excuse to remove HIV-positive learners from mainstream schools.

## **6. Disclosure of HIV/AIDS-related information and confidentiality**

- 6.1 No learner or student (or parent on behalf of a learner or student), or educator, is compelled to disclose his or her HIV/AIDS status to the school or institution or employer. (In cases where the medical condition diagnosed is the HIV/AIDS disease, the Regulations relating to communicable diseases and the notification of notifiable medical conditions [Health Act, 1977] only require the person performing the diagnosis to inform the immediate family members and the persons giving care to the person and, in cases of HIV/AIDS-related death, the persons responsible for the preparation of the body of the deceased.)
- 6.2 Voluntary disclosure of a learner's, student's or educator's HIV/AIDS status to the appropriate authority should be welcomed and an enabling environment should be cultivated in which the confidentiality of such information is ensured and in which unfair discrimination is not tolerated. In terms of section 39 of the Child Care Act, 1983 (Act No. 74 of 1983), any learner or student above the age of 14 years with HIV/AIDS, or if the learner is younger than 14 years, his or her parent, is free to disclose such information voluntarily.
- 6.3 A holistic programme for life-skills and HIV/AIDS education should encourage disclosure. In the event of voluntary disclosure, it may be in the best interests of a learner or student with HIV/AIDS if a member of the staff of the school or institution directly involved with the care of the learner or student, is informed of his or her HIV/AIDS status. An educator may disclose his or her HIV/AIDS status to the principal of the school or institution.
- 6.4 Any person to whom any information about the medical condition of a learner, student or educator with HIV/AIDS has been divulged, must keep this information confidential.
- 6.5 Unauthorised disclosure of HIV/AIDS-related information could give rise to legal liability.
- 6.6 No employer can require an applicant for a job to undergo an HIV test before he/she is considered for employment. An employee cannot be dismissed, retrenched or refused a job simply because he or she is HIV positive.

## **7. A safe school and institution environment**

- 7.1 The MEC should make provision for all schools and institutions to implement universal precautions to eliminate the risk of transmission of all blood-borne pathogens, including HIV, effectively in the school or institution environment.  
Universal precautions include the following:
  - 7.1.1 The basis for advocating the consistent application of universal precautions lies in the assumption that in situations of potential exposure to HIV, all persons are potentially infected and all blood should be treated as such. All blood, open wounds, sores, breaks in the skin, grazes and open skin lesions, as well as all body fluids and excretions which could be stained or contaminated with blood (for example tears, saliva, mucus, phlegm, urine, vomit, faeces and pus) should therefore be treated as potentially infectious.
    - (a) Blood, especially in large spills such as from nosebleeds, and old blood or blood stains, should be handled with extreme caution.
    - (b) Skin exposed accidentally to blood should be washed immediately with soap and running water.
    - (c) All bleeding wounds, sores, breaks in the skin, grazes and open skin lesions should ideally be cleaned immediately with running water and/or other antiseptics.
    - (d) If there is a biting or scratching incident where the skin is broken, the wound should be washed and cleansed under running water, dried, treated with antiseptic and covered with a waterproof dressing.
    - (e) Blood splashes to the face (mucous membranes of eyes, nose or mouth) should be flushed with running water for at least three minutes.
    - (f) Disposable bags and incinerators must be made available to dispose of sanitary wear.
  - 7.1.2 All open wounds, sores, breaks in the skin, grazes and open skin lesions should at all times be covered completely and securely with a non-porous or waterproof dressing or plaster so that there is no risk of exposure to blood.
  - 7.1.3 Cleansing and washing should always be done with running water and not in containers of water. Where running tap water is not available, containers should be used to pour water over the area to be cleansed. Schools without running water should keep a supply, eg in a 25-litre drum, on hand specifically for use in emergencies. This water can be kept fresh for a long period of time by adding a disinfectant, such as Milton, to it.
  - 7.1.4 All persons attending to blood spills, open wounds, sores, breaks in the skin, grazes, open skin lesions, body fluids and excretions should wear protective latex gloves or plastic bags over their hands to eliminate the risk of HIV transmission effectively. Bleeding can be managed by compression with material that will absorb the blood, eg a towel.

- 7.1.5 If a surface has been contaminated with body fluids and excretions which could be stained or contaminated with blood (for instance tears, saliva, mucus, phlegm; urine, vomit, faeces and pus), that surface should be cleaned with running water and fresh, clean household bleach (1:10 solution), and paper or disposable cloths. The person doing the cleaning must wear protective gloves or plastic bags.
- 7.1.6 Blood-contaminated material should be sealed in a plastic bag and incinerated or sent to an appropriate disposal firm. Tissues and toilet paper can readily be flushed down a toilet.
- 7.1.7 If instruments (for instance scissors) become contaminated with blood or other body fluids, they should be washed and placed in a strong household bleach solution for at least one hour before drying and re-using.
- 7.1.8 Needles and syringes should not be re-used, but should be safely disposed of.
- 7.2 All schools and institutions should train learners, students, educators and staff in first aid, and have available and maintain at least two first-aid kits, each of which should contain the following:
  - (a) two large and two medium pairs of disposable latex gloves;
  - (b) two large and two medium pairs of household rubber gloves for handling blood-soaked material in specific instances (for example when broken glass makes the use of latex gloves inappropriate);
  - (c) absorbent material, waterproof plasters, disinfectant (such as hypochlorite), scissors, cotton wool, gauze tape, tissues, containers for water and a resuscitation mouth piece or similar device with which mouth-to-mouth resuscitation could be applied without any contact being made with blood or other body fluids.
  - (d) protective eye wear; and
  - (e) a protective face mask to cover nose and mouth.
- 7.3 Universal precautions are in essence barriers to prevent contact with blood or body fluids. Adequate barriers can also be established by using less sophisticated devices than those described in 7.2, such as –
  - (a) unbroken plastic bags on hands where latex or rubber gloves are not available;
  - (b) common household bleach for use as disinfectant, diluted one part bleach to ten parts water (1:10 solution) made up as needed;
  - (c) spectacles; and
  - (d) a scarf.
- 7.4 Each classroom or other teaching area should preferably have a pair of latex or household rubber gloves.
- 7.5 Latex or household rubber gloves should be available at every sports event and should also be carried by the playground supervisor.
- 7.6 First-aid kits and appropriate cleaning equipment should be stored in one or more selected rooms in the school or institution and should be accessible at all times, also by the playground supervisor.
- 7.7 Used items should be dealt with as indicated in paragraphs 7.1.6 and 7.1.7.
- 7.8 The contents of the first-aid kits, or the availability of other suitable barriers, should be checked each week against a contents list by a designated staff member of the school or institution. Expired and depleted items should be replaced immediately.
- 7.9 A fully equipped first-aid kit should be available at all school or institution events, outings and tours, and should be kept on vehicles for the transport of learners to such events.
- 7.10 All learners, students, educators and other staff members, including sports coaches, should be given appropriate information and training on HIV transmission, the handling and use of first-aid kits, the application of universal precautions and the importance of adherence to universal precautions.
  - 7.10.1 Learners, students, educators and other staff members should be trained to manage their own bleeding or injuries and to assist and protect others.
  - 7.10.2 Learners, especially those in pre-primary and primary schools, and students should be instructed never to touch the blood, open wounds, sores, breaks in the skin, grazes and open skin lesions of others, nor to handle emergencies such as nosebleeds, cuts and scrapes of friends on their own. They should be taught to call for the assistance of an educator or other staff member immediately.
  - 7.10.3 Learners and students should be taught that all open wounds, sores, breaks in the skin, grazes and open skin lesions on all persons should be kept covered completely with waterproof dressings or plasters at all times, not only when they occur in the school or institution environment.
- 7.11 All cleaning staff, learners, students, educators and parents should be informed about the universal precautions that will be adhered to at a school or an institution.
- 7.12 A copy of this policy must be kept in the media centre of each school or institution.

## **8. Prevention of HIV transmission during play and sport**

- 8.1 The risk of HIV transmission as a result of contact play and contact sport is generally insignificant.
  - 8.1.1 The risk increases where open wounds, sores, breaks in the skin, grazes, open skin lesions or mucous membranes of learners, students and educators are exposed to infected blood.
  - 8.1.2 Certain contact sports may represent an increased risk of HIV transmission.

- 8.2 Adequate wound management, in the form of the application of universal precautions, is essential to contain the risk of HIV transmission during contact play and contact sport.
  - 8.2.1 No learner, student or educator may participate in contact play or contact sport with an open wound, sore, break in the skin, graze or open skin lesion.
  - 8.2.2 If bleeding occurs during contact play or contact sport, the injured player should be removed from the playground or sports field immediately and treated appropriately as described in paragraphs 7.1.1 to 7.1.4. Only then may the player resume playing and only for as long as any open wound, sore, break in the skin, graze or open skin lesion remains completely and securely covered.
  - 8.2.3 Blood-stained clothes must be changed.
  - 8.2.4 The same precautions should be applied to injured educators, staff members and injured spectators.
- 8.3 A fully equipped first-aid kit should be available wherever contact play or contact sport takes place.
- 8.4 Sports participants, including coaches, with HIV/AIDS should seek medical counselling before participation in sport, in order to assess risks to their own health as well as the risk of HIV transmission to other participants.
- 8.5 Staff members acting as sports administrators, managers and coaches should ensure the availability of first-aid kits and the adherence to universal precautions in the event of bleeding during participation in sport.
- 8.6 Staff members acting as sports administrators, managers and coaches have special opportunities for meaningful education of sports participants with respect to HIV/AIDS. They should encourage sports participants to seek medical and other appropriate counselling where appropriate.

## **9. Education on HIV/AIDS**

- 9.1 A continuing life-skills and HIV/AIDS education programme must be implemented at all schools and institutions for all learners, students, educators and other staff members. Measures must also be implemented at hostels.
- 9.2 Age-appropriate education on HIV/AIDS must form part of the curriculum for all learners and students, and should be integrated in the life-skills education programme for pre-primary, primary and secondary school learners. This should include the following:
  - 9.2.1 providing information on HIV/AIDS and developing the life skills necessary for the prevention of HIV transmission;
  - 9.2.2 inculcating from an early age onwards basic first-aid principles, including how to deal with bleeding with the necessary safety precautions;
  - 9.2.3 emphasising the role of drugs, sexual abuse and violence, and sexually transmitted diseases (STDs) in the transmission of HIV, and empowering learners to deal with these situations;
  - 9.2.4 encouraging learners and students to make use of health care, counselling and support services (including services related to reproductive health care and the prevention and treatment of sexually transmitted diseases) offered by community service organisations and other disciplines;
  - 9.2.5 teaching learners and students how to behave towards persons with HIV/AIDS, raising awareness on prejudice and stereotypes around HIV/AIDS;
  - 9.2.6 cultivating an enabling environment and a culture of non-discrimination towards persons with HIV/AIDS; and
  - 9.2.7 providing information on appropriate prevention and avoidance measures, including abstinence from sexual intercourse and immorality, the use of condoms, faithfulness to one's partner, obtaining prompt medical treatment for sexually transmitted diseases and tuberculosis, avoiding traumatic contact with blood, and the application of universal precautions.
- 9.3 Education and information regarding HIV/AIDS must be given in an accurate and scientific manner and in language and terms that are understandable.
- 9.4 Parents of learners and students must be informed about all life-skills and HIV/AIDS education offered at the school and institution, the learning content and methodology to be used, as well as values that will be imparted. They should be invited to participate in parental guidance sessions and should be made aware of their role as sexuality educators and imparters of values at home.
- 9.5 Educators may not have sexual relations with learners or students. Should this happen, the matter has to be handled in terms of the Employment of Educators Act, 1998.
- 9.6 If learners, students or educators are infected with HIV, they should be informed that they can still lead normal, healthy lives for many years by taking care of their health.

## **10. Duties and responsibilities of learners, students, educators and parents**

- 10.1 All learners, students and educators should respect the rights of other learners, students and educators.
- 10.2 The Code of Conduct adopted for learners at a school or for students at an institution should include provisions regarding the unacceptability of behaviour that may create the risk of HIV transmission.

- 10.3 The ultimate responsibility for the behaviour of a learner or a student rests with his or her parents. Parents of all learners and students:
    - 10.3.1 are expected to require learners or students to observe all rules aimed at preventing behaviour which may create a risk of HIV transmission; and
    - 10.3.2 are encouraged to take an active interest in acquiring any information or knowledge on HIV/AIDS supplied by the school or institution, and to attend meetings convened for them by the governing body or council.
  - 10.4 It is recommended that a learner, student or educator with HIV/AIDS and his or her parent, in the case of learners or students, should consult medical opinion to assess whether the learner, student or educator, owing to his or her condition or conduct, poses a medically recognised significant health risk to others. If such a risk is established, the principal of the school or institution should be informed. The principal of the school or institution must take the necessary steps to ensure the health and safety of other learners, students, educators and staff members.
  - 10.5 Educators have a particular duty to ensure that the rights and dignity of all learners, students and educators are respected and protected.
- 11. Refusal to study with or teach a learner or student with HIV/AIDS, or to work with or be taught by an educator with HIV/AIDS**
- 11.1 Refusal to study with a learner or student, or to work with or be taught by an educator or other staff member with, or perceived to have HIV/AIDS, should be pre-empted by providing accurate and understandable information on HIV/AIDS to all educators, staff members, learners, students and their parents.
  - 11.2 Learners and students who refuse to study with a fellow learner or student or be taught by an educator or educators and staff who refuse to work with a fellow educator or staff member or to teach or interact with a learner or student with or perceived to have HIV/AIDS and are concerned that they themselves will be infected, should be counselled.
  - 11.3 The situation should be resolved by the principal and educators in accordance with the principles contained in this policy, the code of conduct for learners, or the code of professional ethics for educators. Should the matter not be resolved through counselling and mediation, disciplinary steps may be taken.
- 12. School and institutional implementation plans**
- 12.1 Within the terms of its functions under the South African Schools Act, 1996, the Further Education and Training Act, 1998, or any applicable provincial law, the governing body of a school or the council of an institution may develop and adopt its own implementation plan on HIV/AIDS to give operational effect to the national policy.
  - 12.2 A provincial education policy for HIV/AIDS, based on the national policy, can serve as a guideline for governing bodies when compiling an implementation plan.
  - 12.3 Major roleplayers in the wider school or institution community (for example religious and traditional leaders, representatives of the medical or health care professions or traditional healers) should be involved in developing an implementation plan on HIV/AIDS for the school or institution.
  - 12.4 Within the basic principles laid down in this national policy, the school or institution implementation plan on HIV/AIDS should take into account the needs and values of the specific school or institution and the specific communities it serves. Consultation on the school or institution implementation plan could address and attempt to resolve complex questions, such as discretion regarding mandatory sexuality education, or whether condoms need to be made accessible within a school or institution as a preventive measure, and if so under what circumstances.
- 13. Health advisory committee**
- 13.1 Where community resources make this possible, it is recommended that each school and institution should establish its own Health Advisory Committee as a committee of the governing body or council. Where the establishment of such a committee is not possible, the school or institution should draw on expertise available to it within the education and health systems. The Health Advisory Committee may as far as possible use the assistance of community health workers led by a nurse, or local clinics.
  - 13.2 Where it is possible to establish a Health Advisory Committee, the Committee should:
    - 13.2.1 be set up by the governing body or council and should consist of educators and other staff, representatives of the parents of learners at the school or students at the institution, representatives of the learners or students, and representatives from the medical or health care professions;
    - 13.2.2 elect its own chairperson who should preferably be a person with knowledge in the field of health care;
    - 13.2.3 advise the governing body or council on all health matters, including HIV/AIDS;
    - 13.2.4 be responsible for developing and promoting a school or institution plan of implementation on HIV/AIDS and review the plan from time to time, especially as new scientific knowledge about HIV/AIDS becomes available; and

13.2.5 be consulted on the provisions relating to the prevention of HIV transmission in the Code of Conduct.

#### 14. Implementation of this national policy on HIV/AIDS

- 14.1 The Director-General of Education and the Heads of provincial departments of education are responsible for the implementation of this policy, in accordance with their responsibilities in terms of the Constitution of the Republic of South Africa, 1996, and any applicable law. Every education department must designate an HIV/AIDS Programme Manager and a working group to communicate the policy to all staff, to implement, monitor and evaluate the Department's HIV/AIDS programme, to advise management regarding programme implementation and progress, and to create a supportive and non-discriminatory environment.
- 14.2 The principal or the head of a hostel is responsible for the practical implementation of this policy at school, institutional or hostel level, and for maintaining an adequate standard of safety according to this policy.
- 14.3 It is recommended that a school governing body or the council of an institution should take all reasonable measures within its means to supplement the resources supplied by the State in order to ensure the availability at the school or institution of adequate barriers (even in the form of less sophisticated material) to prevent contact with blood or body fluids.
- 14.4 Strict adherence to universal precautions under all circumstances (including play and sports activities) is advised, as the State will be liable for any damage or loss caused as a result of any act or omission in connection with any educational activity conducted by a public school or institution.

#### 15. Regular review

This policy will be reviewed regularly and adapted to changed circumstances.

#### 16. Application

- 16.1 This policy applies to public schools which enroll learners in one or more grades between grade zero and grade twelve, to further education and training institutions, and to educators.
- 16.2 Copies of this policy must be made available to independent schools registered with the provincial departments of education.

#### 17. Interpretation

In all instances, this policy should be interpreted to ensure respect for the rights of learners, students and educators with HIV/AIDS, as well as other learners, students, educators and members of the school and institution communities.

#### 18. Where this policy may be obtained

This policy may be obtained from The Director: Communication, Department of Education, Private Bag X895, Pretoria, 0001, Tel. No. (012) 312-5271.

This policy is also available on the Internet at the following web site: <http://education.pwv.gov.za>

### DEVELOPING AN HIV/AIDS POLICY IN THE WORKPLACE

HIV/AIDS Management can involve the following:

- Workplace policy development
- Risk analysis and impact assessment
- Advice on cost effective management of HIV/AIDS
- Manpower planning and incapacity management
- Health care management
- Prevention programmes

#### HIV/AIDS MANAGEMENT SERVICES

Consultancy	Contact Name	Contact Details
AIDS Management and Support*	Dr. Clive Evian	Tel: (011) 786 6492 Fax: (011) 786 6492 E-mail: drclive@icon.co.za
Business and Practice Development*	Mr. Charles Harbottle	Tel: (011) 469 0546 Fax: (011) 469 0546 Cell: 083 777 1959

\* Services offered nationally.

Consultancy	Contact Name	Contact Details
HIV Management Services*	Dr. Malcolm Steinberg/ Dr. Anthony Kinghorn	Tel: (011) 269 4033 Fax: (011) 884 7524 E-mail: <a href="mailto:antking@iafrica.com">antking@iafrica.com</a>
Metropolitan Life*	Dr. Thomas Muhr	Tel: (021) 940 5177 Fax: (021) 940 5678 E-mail: <a href="mailto:thomas.muhr@metlife.co.za">thomas.muhr@metlife.co.za</a>
Mx Health Institute*	Dr. L. McDonald	Tel: (012) 663 8111 Fax: (012) 663 3009 E-mail: <a href="mailto:mxhealth@pixie.co.za">mxhealth@pixie.co.za</a>
Southern Life Association – AIDS Management Consultancy*	Mr. Wayne Myslik	Tel: (021) 658 0963 Fax: (021) 658 0347 E-mail: <a href="mailto:wmyslik@iafrika.com">wmyslik@iafrika.com</a>
University of Natal – Health Economics and HIV/AIDS Research Division*	Prof. Alan Whiteside	Tel: (031) 260 2590 Fax: (031) 260 2587 E-mail: <a href="mailto:whitesid@shepfs2.und.ac.za">whitesid@shepfs2.und.ac.za</a>

#### LEGAL CONSULTANTS

**Legal consultants can offer advice on AIDS and employment law, employment policies, unfair labour practices and assistance to trade unions.**

AIDS Legal Network*	Ms. Mary Caesar	Tel: (021) 448 3812 Fax: (021) 448 4089
Centre for Applied Legal Studies/ AIDS Law Project*	Mr. Mark Heywood	Tel: (011) 403 6918 Fax: (011) 403 2341 Cell: <a href="mailto:125ma3he@solon.law.wits.ac.za">125ma3he@solon.law.wits.ac.za</a>
Lawyers for Human Rights*	Ms. Ann Strode	Tel: (033) 421 130 Fax: (033) 949 522 E-mail: <a href="mailto:ihrpm@win.apc.org">ihrpm@win.apc.org</a>
Legal and Human Rights Programme (National Department of Health, HIV/AIDS & STDs Directorate)	Ms. Ann Strode & Ms. Catherine Barrett	Tel: (033) 421 130 Fax: (033) 949 522

**For further HIV/AIDS management and legal services contact ATTICs or Provincial Health Departments.**

#### PREVENTION OF HIV/AIDS

**There is presently no cure for HIV/AIDS and for this reason prevention of HIV infections is imperative. Prevention initiatives could include distributing educational materials, staging theatre performances and ensuring accessible condom supplies.**

##### 1. AWARENESS/EDUCATIONAL PROGRAMMES

The most effective contribution to HIV/AIDS prevention is the provision of HIV/AIDS awareness and education in the workplace

Organisation/Department	Contact Details
<b>(a) Educational Resources</b>	
Catalogue of HIV/AIDS materials: National Department of Health, HIV/AIDS & STDs Directorate	Tel: (012) 312 0121 Fax: (012) 328 5743
Film Resource Unit – Videos	Tel: (011) 838 4280/1/2 Fax: (011) 838 4451
AIDS HELPLINE	Tel: 0800 012 322
ATICCs	See page A – 26
Provincial Health Departments	See page A – 26

\* Services offered nationally.

<i>Organisation/Department</i>	<i>Contact Details</i>
<b>(b) Industrial Theatre</b>	
Hecate*	Tel: (011) 465 8748 Fax: (011) 465 4079
Raintree*	Tel: (011) 325 5535 Fax: (011) 325 5540
AREPP – African Research and Educational Puppetry Programme*	Tel: (011) 483 1024/5 Fax: (011) 483 1786
CJ Industrial Theatre Consultants*	Tel/Fax: (016) 815 638 Cell: 083 726 4596
<b>(c) Peer Education Training</b>	
AIDS Education and Training	Tel: (011) 726 1495 Fax: (011) 726 8673
Mx Health Institute Ms. Engela Roos	Tel: (012) 663 8111 Fax: (012) 663 3009
Project Support Group (Zimbabwe) Prof. David Wilson	Tel: (09 263 4) 334 830 Fax: (09 263 4) 333 407 E-mail: <a href="mailto:david@psg.uz.zw">david@psg.uz.zw</a>
ATICCs (service/referral)	See page A – 26
<b>(d) Presentations by People Living with HIV/AIDS (PWAs)</b>	
NAPWA (service)	See page A – 26
Old Mutual – “I Have Hope” Peer Group Project	Tel: (021) 509 6769 Fax: (021) 509 5193
Metropolitan Life – Eduaids Project*	Tel: (021) 940 6121 Fax: (021) 509 5193

## 2. UNIVERSAL PRECAUTIONS

Universal precautions when administering first aid to injured personnel are recommended.

<i>Organisation</i>	<i>Contact Details</i>
Interim Medical and Dental Council	Tel: (012) 328 6680 Fax: (012) 328 5120
St. Johns Ambulance*	Tel: (011) 646 5520 Fax: (011) 646 5845
South African Occupational Health Nursing Association*	Tel: (011) 239 3743 Fax: (011) 239 3702
South African Society of Occupational Medicine*	Tel/Fax: (012) 667 5160

## 3. CONDOMS

Access to condoms in the workplace is essential. Condoms can be supplied freely to staff or sold through internal outlets and vending machines.

### (a) Free Condom Supply

Provincial Health Departments

ATICCs

### (b) Subsidised Condoms (Social Marketing)

Society for Family Health*	Tel: (011) 482 1427 Fax: (011) 482 3333
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\* Services offered nationally.

**(c) Commercial Condom Supply**

Durex	Tel: (011) 314 3102 Fax: (011) 314 3210
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**(d) Condom Distribution**

**Condom dispensers (free condoms):**

Condocon	Tel: (011) 786 64 92 Fax: (011) 786 6492
Society for Family Health	Tel: (011) 482 1427 Fax: (011) 482 3333
Chapmor Industries	Tel: (011) 452 1101 Fax: (011) 609 3898

**Condom Vending Machines (socially marketed condoms):**

Society for Family Health*	Tel: (011) 482 1427 Fax: (011) 482 3333
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**WELLNESS MANAGEMENT**

The impact of the disease on HIV positive employees as well as the spread of HIV and other sexually transmitted diseases (STDs) can be reduced with regular health care and support.

**1. TREATMENT OF STDs**

Treatment of STDs dramatically reduces the risk of contracting HIV (see also Health Care #)

<i>Organisation/Department</i>	<i>Contact Details</i>
AIDS Management and Support – Dr. Clive Evian	Tel/Fax: 786 9492 Call: 082 456 3717
DoH, HIV/AIDS & STDs Directorate Dr. David Coetzee	Tel: (012) 312 0129 Fax: (012) 326 2891
STD Reference Centre – SAIMR	Tel: (011) 489 9490 Fax: (011) 489 9492
ATICCs (service and referral)	

**2. TESTING**

Mandatory HIV testing is strongly discouraged. Employees can be referred for voluntary and confidential testing and counselling.

<i>Organisation/Department</i>	<i>Contact Details</i>
ATICCs (service and referral)	See page A – 26
Provincial Health Departments (referral)	See page A – 26
Provincial Government Hospitals	
Private pathologists	

**3. COUNSELLING**

Counselling is important for the physical and mental wellbeing of HIV positive employees and their families.

<i>Organisation/Department</i>	<i>Contact Details</i>
ATICCs (service and referral)	See page A – 26
Life Line Southern Africa* (service and referral)	Tel: (011) 880 9676 Fax: (011) 447 4084
NAPWA (service and referral)	See page A – 26
AIDS HELPLINE	Tel: 0800 012 322



**4. HEALTH CARE #**

Early treatment of opportunistic diseases through on-site primary care services or referral can reduce health costs.

<i>Organisation/Department</i>	<i>Contact Details</i>
South African Occupational Health Nursing Association*	Tel: (011) 239 3743 Fax: (011) 239 3702
South African Society of Occupational Medicine*	Tel: (012) 667 5160

**5. TB TREATMENT**

By attacking the immune system HIV increases a person's chances of developing TB. With correct treatment this opportunistic disease can be cured in HIV-positive people

<i>Organisation/Department</i>	<i>Contact Details</i>
DoH, HIV/AIDS & STDs Directorate Dr. H. Housler	Tel: (012) 312 0121 Call: (012) 326 2891
SANTA (South African National Tuberculosis Association)*	Tel: (011) 454 0260 Fax: (011) 454 0096
TB Alliance*	Tel: (021) 946 3873 Fax: (021) 946 3830
TB Care Association	Tel: (021) 400 3787 Fax: (021) 21 1980

**6. HOSPICE/HOME BASED CARE**

A person in the terminal stages of the disease can be referred to a hospice.

<i>Organisation/Department</i>	<i>Contact Details</i>
Hospice Association of South Africa*	Tel: (021) 531 2094 Call: (021) 731 7917
Red Cross Society*	Tel: (011) 486 1313/4 Fax: (011) 486 1092

**Further Resources and Information****PUBLICATIONS**

- |   |   |
|---|---|
| • "Guidelines for Developing a Workplace Policy and Programme on HIV/AIDS and STDs" | National Department of Health, HIV/AIDS & STDs Directorate<br>Tel: (012) 312 0121 |
| • South African AIDS Network – Directory  |   |
| • "AIDS and the Law – a Resource Manual"  | AIDS Law Project and Lawyers for Human Rights                                     |
| • Employment Code of Good Practice  | Tel: (011) 403 6918   |

**NETWORKING/FORUMS**

AIDS and the Workplace Forum – DoH, HIV/AIDS and STDs Directorate	Tel: (012) 312 0121
South African AIDS Business Council (Mr. Wayne Myslik)	Tel: (021) 658 0963
AIDS Consortium (Ms. Morna Cornell)	Tel: (011) 403 0265

\* Services offered nationally.

## GENERAL REFERENCE

## AIDS Training Information and Counselling Centres (ATICCs)

City	Contact Person	Tel	Fax
Bloemfontein	Ms. Daleen Raubenheimer	(051) 405 8544	(051) 405 8818
Cape Town	Ms. Trish van der Velde	(021) 400 3400/2184	(021) 419 5248
Durban	Mr. Themba Mdluli	(031) 300 3104	(031) 306 9294
East London	Ms. Rose Hegner	(0431) 342 096/383	(0431) 439 743
Qwa Qwa	Ms. Ansie Claasens	(058) 713 2752	(058) 713 2502
Johannesburg	Ms. Mary Crewe	(011) 725 6711/2	(011) 725 5966
Klerksdorp	ATICC Manager	(018) 464 2010	(018) 464 2151
Nelspruit	Mr. Elphas Nkosi	(013) 759 2167	(013) 752 3770
Pietermaritzburg	Ms. Heidi van Rooyen	(0331) 942 111	(0331) 423 245
Pietersburg	Mr. Herbie Smith	(015) 290 2363	(015) 290 2364
Port Elizabeth	Mrs. Jeeva Munsamy	(041) 506 1249 (041) 506 1415	(041) 506 1486
Pretoria	Ms. Marlene Fourie	(012) 308 8743	(012) 308 8754
Queenstown	Ms. Victoria Ndyamara	(0451) 82233 x2291	(0451) 83244
Roodepoort	Ms. Antonia Barnard	(011) 763 1224	(011) 763 6588
Umtata	Mrs. Nokwana Mzinyathi	(0471) 312 763	(0471) 311 944
Vanderbijlpark	Mr. Stanley Rangaza	(016) 950 5337/8	(016) 981 9722
Welkom	Ms. Joanne Bartlett	(057) 353 3029	(057) 352 9277
Witbank	Mr. Gerhard Burger	(0135) 906 204	(0135) 906 459

## Provincial Health Departments

Province	HIV/AIDS coordinator	Tel	Fax
Eastern Cape	Ms. Marlene Poolman	(040) 609 3463/57	(040) 635 0072
Free State	Ms. Nsiki Jolingana	(051) 403 3855/58 083 305 8768	(051) 403 3851
Gauteng	Dr. Liz Floyd	(011) 355 3866 082 372 0552	(011) 355 3386 (011) 838 1708
Kwazulu Natal	Mrs. Wanda Mthembu	(0331) 952 729	(0331) 426 744
Mpumalanga	Dr. Kelvin Billingham	(013) 752 8085 x2073	(013) 755 3549
North West	Ms. Christine Adonis	(0140) 87 5875/5421	(0140) 87 5332
Northern Cape	Ms. Jane Stuurman-Moleketi	(0531) 800 600	(0531) 33 814
Northern Province	Ms. Lorna Papo	(015) 295 2851	(015) 291 2925
Western Cape	Ms. Sylvia Abrahams	(021) 946 1500	(021) 946 3525

## NAPWA (National Association of People Living with HIV/AIDS)

Province	Contact person	Tel	Fax
National Office	Mr. Peter Busse	(011) 403 8113	(011) 403 4404
Gauteng	Mr. Ben Masuku	(011) 982 5451	(011) 982 5451
Kwazulu Natal	Mrs. Mercy Makhalemele	(031) 300 3914 082 676 6617	(031) 305 5032
Western Cape	Mr. Rick Stephen	(021) 24 1106	(021) 24 1107
North West	Mr. Martin Malete	(01465) 55763	(01465) 56655
Eastern Cape	Mr. Thanduzolo Doro	(041) 573 397	(041) 544 083

# POLICY FOR THE REGISTRATION OF LEARNERS FOR HOME EDUCATION

G.N. 1411 of 1999 published in *Government Gazette* No. 20659 dated 23 November 1999

## POLICY FOR THE REGISTRATION OF LEARNERS FOR HOME EDUCATION

The Minister of Education, after consultation with each Member of the Council of Education Ministers, hereby gives notice in terms of section 3(4)(g) of the National Education Policy Act, 1996 (No. 27 of 1996) of the policy for the registration of learners for home education as set out in the schedule. This policy must be read with section 51 of the South African Schools Act, 1996 (No. 84 of 1996).

**Minister of Education**  
November 1999

## SCHEDULE

### POLICY FOR THE REGISTRATION OF LEARNERS FOR HOME EDUCATION

#### 1. Interpretation

In this policy any expression to which a meaning has been assigned in the South African Schools Act, 1996 (No. 84 of 1996), (hereafter referred to as the Act), has that meaning.

#### 2. Scope

This policy applies uniformly in all provincial departments of education as national norms and standards pertaining to home education.

#### 3. Administration of home education

The Head of Department is responsible for the administration of the registration of learners to receive education at home and for the monitoring thereof. The Head of Department may delegate the responsibility to an official of the Department designated for the purpose.

#### 4. Home education

Home education as contemplated in section 51 of the Act is –

- (a) a programme of education that a parent<sup>1</sup> of a learner(s) may provide to his/her own child at their own home. In addition the parent may, if necessary, enlist the specific services of a tutor for specific areas of the curriculum; or
- (b) a legal, independent form of education, alternative to attendance at a public or an independent school.

#### Application for registration

5. A parent of a learner of compulsory school-going age, must apply to the Head of Department to register each learner(s) to receive education at home, for the following compulsory phases of education: Foundation Phase (grades 1-3), Intermediate Phase (grades 4-6), Senior Phase (grades 7-9). The age grade norms determined by the Minister in terms of the Act apply to a learner in home education (Government Notice No. 2433 of 1998). A parent of a learner, who is no longer of compulsory school-going age or grade as contemplated in section 3 of the Act, need not apply for registration for home education.
6. A parent of a learner with special education needs referred to in section 3(2) of the Act, who wishes to register his or her child for home education must also apply for registration.
7. A parent must complete the prescribed application form for home education, which should be made available to him or her by the Head of Department or a duly authorised official, together with the conditions for registration. The contact address of a person from whom information pertaining to the provincial curriculum for the school phase of the learner, which also specifies the minimum standard of education, must also be provided to the

1 "Parent" means –

- (a) the parent or guardian of a learner,
- (b) the person legally entitled to custody of a learner; or
- (c) the person who undertakes to fulfil the obligations of a person referred to in paragraphs (a) and (b) towards the learner's education at school.

parent. The parent must forward the completed form and a copy of the birth certificate of the learner to the Head of Department or the designated official. A *pro forma* application form is hereto attached for the guidance of provincial departments of education.

**Conditions for registration of a learner for education at home**

8. (a) The Head of Department, before setting conditions and considering registration in terms of section 51(2) of the Act, must obtain at least the following information from the parent pertaining to:
  - (i) supporting arguments to substantiate that education at home will be in the interest of the learner and that the learner will benefit from it, will be able to exercise his or her fundamental right to education, and will be taught at least as regularly and as well as in a public school. To determine what would be in the best interest of the learner, the parent must declare the highest education standard achieved by him or her, the hours of the day and the minimum days per year during which the parent plans to teach the learner, information about the programme that will be followed and the learning resources that will be available; and
  - (ii) the proposed curriculum to be used for home education for approval.
- (b) The learner programme must suit the age and ability of the learner. It will comply with the minimum requirements of the curriculum in public schools of the province and will not be inferior to the standard of education provided at public schools. The curriculum must comply with the language policy and the outcomes (standards) specified for each of the phases.
- (c) The learner will receive at least 3 hours contact teaching time per school day.
- (d) The education provided at home must be consistent with the values contained in the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996) and the Act. Parents who choose home education for reasons related to curriculum, philosophy and pedagogy must not instill unfair discrimination, racism or religious intolerance in learners. The education must be consistent with the values contained in the Constitution that all roleplayers must adhere to.

**Registration of a learner for home education**

9. The Head of Department must take all reasonable steps to respond within 30 days after receipt of the application on the prescribed form. If he or she is satisfied that all conditions have been complied with, the Head of Department must register the learner for home education and provide the parent with a certificate of registration. If not, he or she must inform the parent in writing of the reasons for the application not being successful.
10. The registration under paragraph 9 remains in force until the learner reaches the end of each phase or until it is revoked. If a learner was educated at a public or independent school prior to being educated at home, the parent must obtain a transfer certificate from the school.
11. If the Head of Department refuses to register the learner, the parent must be informed that he or she may appeal in writing to the Member of the Executive Council in terms of section 51(4) of the Act.
12. The procedures prescribed in section 3(5) or (6) of the Act must be applied against a parent of a learner of compulsory school-going age who, for whatever reasons, is not registered for home education, and is not enrolled at a public school or a registered independent school, or is exempted from compulsory school attendance in terms of section 4 of the Act.

**Duties of the parent for the monitoring of home education**

13. After the learner has been registered for home education, the parent must perform the following duties:
  - (a) A record of attendance must be kept.
  - (b) A portfolio of the work of a learner must be kept. Up-to-date records of progression of a learner must be maintained. A portfolio of the work of the learner with evidence of intervention and other education support given to the learner must be kept. Such records must be made available for inspection by a duly authorised official of the provincial department of education.
  - (c) The parent must keep evidence of continuous assessment of the learner's work, which reflects the learner's progress towards achieving the outcomes of the learning programme. Evidence must also be kept of assessment/examinations at the end of each year of home education and at the end of grades 3, 6 and 9 stating whether or not the outcomes for these grades have been achieved.
  - (d) The parent must keep all relevant assessment results for a period of three years for monitoring by the Head of Department.
  - (e) At the end of every phase, the parent should appoint an independent, suitably qualified person(s) approved by the Head of Department at the parent's own expense for the assessment of the learner's progress at the end of the phase that the learner is completing. A parent may approach a public school or a registered independent school for assistance in obtaining such services. The person(s) must submit a statement to the Head of Department confirming that the learner so assessed has indeed reached the required level.
  - (f) Should a learner be admitted to a public school or registered independent school, the parent must request the Head of Department in writing to terminate the learner's registration for home education.

**Withdrawal of registration**

14. The Head of Department may withdraw the registration of a learner who is receiving education at home, after having made a reasonable effort to obtain or verify relevant information, if –
  - (a) any information contained in the application is false;
  - (b) any of the conditions in paragraph 8 is not complied with; or
  - (c) any of the criteria set in section 51(2)(b) of the Act is no longer complied with.
  
15. In accordance with section 51(4) of the Act, the registration may be withdrawn only after the Head of Department has –
  - (a) informed the parent in writing of his or her intention to take action and the reasons therefor;
  - (b) granted the parent an opportunity to make representations to him or her in relation to such action; and
  - (c) has considered any such representations.
  
16. The Head of Department must inform the parent in terms of section 51(4) of the Act, that he or she may, in writing, appeal to the Member of the Executive Council against the withdrawal of registration.
  
17. If a learner is within the compulsory school attendance age when the registration contemplated in terms of section 51 of the Act is withdrawn, such learner must then attend a school (either public or independent). A parent who fails to comply with the provisions of section 3 of the Act regarding compulsory school attendance will, unless the learner is properly registered in terms of section 51 of the Act, be guilty of an offence as contemplated in section 3(6).

**ANNEXURE**

*Note: This is a pro forma application form as referred to in paragraph 8 and provincial departments of education may use it as a guide to develop their own official application forms. Parents must apply for registration on the official form of the provincial department of education.*

..... PROVINCE  
 DEPARTMENT OF EDUCATION

**PRO FORMA APPLICATION FOR THE REGISTRATION OF A LEARNER FOR HOME EDUCATION**

All parents who wish to apply for the registration of learners for home education must complete this form. A separate form must be completed for each learner.

**1. Phases**

Mark with an X the phase for which home education is required:

- Foundation Phase (grades 1-3) .....
- Intermediate Phase (grades 4-6) .....
- Senior Phase (grades 7-9) .....

**2. Information about parent who is responsible for education at home**

- (a) Name of parent: .....
- (b) Postal address of parent: .....
- (c) Street/physical address and telephone number of parent: .....
- (d) Street/physical address where home education is to be provided: .....
- (e) Occupation of parent: .....
- (f) Qualifications, experience and expertise: .....

**3. Information about learner**

- (1) Name: .....
- (2) Date of birth and age: .....
- (3) Grade for which application is being made: .....
- (4) Previous school attended and grade completed: .....
- (5) Physical disabilities (if any): .....
- (6) Year of commencement of home education: .....

**4. Additional leaning resources available for the benefit of the learner (including the services of a tutor as contemplated in paragraph 4(a) of the policy and the full extent to which he or she will be utilised.)**

.....  
.....

**5. Education programme**

Please enclose as a separate Annexure full detail of the education programme that the learner will be following.

**6. Number of hours of education per day**

(1) Hours of the day during which the learner will be educated: .....

(2) Hours of contact teaching time: .....

**7. Record of last grade, eg copy of a report**

This record must be enclosed with the application form (if applicable)

**8. State the reason(s) why you are applying to have your child educated at home**

.....  
.....  
.....

**9. Declaration**

I (name of parent) .....

parent of (name of child) .....

hereby declare that the information I have supplied is correct.

Signed ..... (parent)

Date .....

Please note that, should your application be refused or the registration revoked, you have the right to appeal to the Member of the Executive Council in writing.

---

**FOR DEPARTMENTAL USE ONLY**

Application approved .....

Application refused .....

Reasons for refusal .....

Date on which the registration certificate was issued and posted to the parent (if applicable)

Date on which parent was informed about revocation (if applicable) .....

Reasons for revoking the registration: .....

The form may, for record purposes, be extended to cater for decisions taken in case of an appeal.

# NATIONAL POLICY REGARDING INSTRUCTIONAL TIME FOR SCHOOL SUBJECTS

as promulgated by

G.N. 1473 of 1999 published in *Government Gazette* No. 20692 dated 10 December 1999

The Minister of Education, hereby gives notice in terms of section 7 of the National Education Policy Act 27 of 1996 that he has determined the national policy in terms of section 3(4)(1) of the said Act to be applied in respect of curriculum frameworks, core syllabuses and education programmes, learning standards, examinations and the certification of qualifications as far as these relate to the matters referred to in the Schedule hereto.

**K ASMAL**

Minister of Education

## SCHEDULE

### NATIONAL POLICY REGARDING INSTRUCTIONAL TIME FOR SCHOOL SUBJECTS

Approval of national policy regarding instructional time for school instructional offerings.

The documents setting out such policy are obtainable upon written request from the Director-General: Department of Education, Private Bag X895, Pretoria, 0001. For attention Dr L P Kriel at phone (012) 312-5293 or fax (012) 328-6028.

#### 1 Time allocation for the various school phases

##### 1.1 Introduction

In terms of Section 4 of the Employment of Educators Act, 1998, all educators should be at school during the formal school day, which should not be less than 7 hours per day, except for special reasons and with prior permission of the Principal. The Principal will exercise his or her discretion in this regard based on provincial policy. The 7 hours per day includes the breaks and the period/s in which the learners are not at school.

The following guidelines are given in determining the scheduled teaching time:

##### *Primary School:*

- Post level 1: Between 85% and 92%;
- Post level 2: Between 85% and 90%;
- Deputy Principal: 60%; and
- Principal: Between 10% and 92%, depending on which post level appointed to.

##### *Secondary School:*

- Post level 1: Between 85% and 90%;
- Post level 2: 85%
- Deputy Principal: 60%; and
- Principal: Between 5% and 60%, depending on which post level appointed to.

However, there is currently no national policy, stipulating the minimum number of weekly teaching time for the various school instructional offerings, as contained in the policy document, *A résumé of instructional programmes in public schools, Report 550 (97/06)*.

The policy documents for Curriculum 2005 make provision for notional time with regard to the *Foundation Phase (Grades R-3), Intermediate Phase and Senior Phase*. However, the notional time allocated to the aforementioned phases is expressed in percentage form with no actual time attached to it.

In order to prioritise the instructional offerings that comprise the formal curriculum, the minimum time allocation for each school instructional offering, as contained in the policy document, *A résumé of instructional programmes in public schools, Report 550 (97/06)*, is stipulated in the tables below. It serves to indicate the range of experiences offered according to the emphases considered to be essential in a balanced curriculum. There should, however, be sufficient flexibility of application to permit some adaptation according to the varying needs of learners, resources available and approaches applied, at a given school.

No specific allocation has been made to flexi-time, however, the concept is inherent in the flexible policy. This permits schools, if necessary, to make carefully considered adaptations to the above table, in order to accommodate local priorities.

It is important, however, that the emphases achieved by the allocation of time to the various instructional offerings in the tables below, should not be distorted by adaptations made at a local level.

### 1.2 Foundation Phase (Grades 1–2)

Grade 1 and 2 must, in terms of the policy document *Foundation Phase (Grades R-3.)*, comply with the following notional time as listed in [Table 6](#). Considering the actual contact time for the Foundation Phase as 22,5 hours per week for Grades 1 and 2, and 25 hours per week for Grade 3, the percentage notional time was converted to hours for each of the three learning areas in this phase ([Tables 1 and 2](#)).

**Table 1: Time for the Foundation Phase (Grades 1 and 2)**

<i>Learning Area</i>	<i>Notional Time (%)</i>	<i>Weekly Contact Time (h)</i>
Life Skills	25%	5 h 40 min
Literacy	25%	5 h 40 min
Numeracy	25%	5 h 40 min
Flexi-time	25%	5 h 40 min

**Table 2: Time for the Foundation Phase (Grade 3, from 2000)**

<i>Learning Area</i>	<i>Notional Time (%)</i>	<i>Weekly Contact Time (h)</i>
Life Skills	25%	6 h 15 min
Literacy	25%	6 h 15 min
Numeracy	25%	6 h 15 min
Flexi-time	25%	6 h 15 min

In view of the fact that Curriculum 2005 will be implemented in Grade 3 in 2000, it should therefore follow the pattern in [Table 2](#) above.

### 1.3 Intermediate Phase (Grades 4–6)

In terms of the policy document *Intermediate Phase (Grades 4–6)*, the following notional time, as listed in [Table 3](#) is required, once Curriculum 2005 has been implemented in this phase. Considering the actual contact time for the Intermediate Phase as 26 hours 30 minutes, the percentage notional time was converted to hours.

**Table 3: Time for the Intermediate Phase 2005**

<i>Learning Area</i>	<i>Notional Time (%)</i>	<i>Weekly Contact Time (h)</i>
Language, Literacy and Communication	35%	9 h 15 min
Mathematical Literacy, Mathematics and Mathematical Sciences	15%	4 h
Natural Sciences and Technology	15%	4 h
Human, Social, Economic and Management Sciences	15%	4 h
Arts, Culture and Life Orientation	15%	4 h
Flexi-time	5%	1 h 20 min



With regard to the current Intermediate Phase the following (Table 4) is stipulated.

**Table 4: Stipulated weekly time allocatin for the Intermediate Phase (Grades 4–6) as contained in Report 550 (97/06)**

<i>Instructional offerings</i>	<i>Hours</i>	<i>Periods</i>
<b>Compulsory common core (1–7)</b>		
Mathematics	4 h	8
Languages 1 and 2	7 h	14
General Science	3 h 30 min	7
Geography	2 h	4
History	2 h	4
Physical and Health Education	1 h	2
<b>Compulsory fields of study (8–12)</b>		
Arts Education and Crafts Education	2 h	4
Religious Education	1 h	2
Language 3	3 h	6
Information Skills		
Guidance		
Gardening		
Cultural Studies		
Optional Time	1 h	2
<b>TOTAL</b>	<b>26 h 30 min</b>	<b>53</b>

#### 1.4 Senior Phase (Grades 7–9)

In terms of the policy document *Senior Phase (Grades 4–6)* the following notional time, as listed in Table 5 is required, once Curriculum 2005 has been implemented in this phase. Considering the actual weekly teaching time for the Senior Phase, Grade 7 as 26 hours 30 minutes and Grades 8 and 9 as 27 hours 30 minutes, the percentage notional time was converted to hours.

**Table 5: Time for the Senior Phase (Grade 7) Curriculum 2005**

<i>Learning Area</i>	<i>Notional Time (%)</i>	<i>Weekly Contact Time (h)</i>
Language, Literacy and Communication	20%	5 h 20 min
Human and Social Sciences	10%	2 h 40 min
Technology	10%	2 h 40 min
Mathematical Literacy, Mathematics and Mathematical Sciences	13%	3 h 25 min
Natural Sciences	12%	3 h 10 min
Arts and Culture	10%	2 h 40 min
Economic and Management Science	10%	2 h 40 min
Life Orientation	10%	2 h 40 min
Flexible Time	5%	1 h 20 min

In view of the fact that Curriculum 2005 will be implemented in Grade 7 in 2000, it should therefore follow the pattern in Table 5 above.

**Table 6: Time for the Senior Phase (Grade 8–9) Curriculum 2005**

<i>Learning Area</i>	<i>Notional Time (%)</i>	<i>Weekly Contact Time (h)</i>
Language, Literacy and Communication	20%	5 h 30 min
Human and Social Sciences	10%	2 h 45 min
Technology	10%	2 h 45 min
Mathematical Literacy, Mathematics and Mathematical Sciences	13%	3 h 35min
Natural Sciences	12%	3 h 20 min
Arts and Culture	10%	2 h 45 min
Economic and Management Science	10%	2 h 45 min
Life Orientation	10%	2 h 45 min
Flexible Time	5%	1 h 25 min

The time allocation for the Senior Phase (Grades 8 and 9) (Tables 6 and 7) and the Further Education and Training Phase (Grades 10–12) (Table 8), will be as follows:

**Table 7: Weekly time allocation for the Senior Phase (Grades 8–9) as contained in Report 550 (97/06)**

<i>Instructional offerings</i>	<i>Weekly Contact Time (h)</i>
<b>Compulsory common core (1–5)</b>	
Languages 1 and 2	7 h 30 min
Mathematics	4 h
General Science	3 h 30 min
Geography/History	3 h
<b>Optional instructional offerings that are examined. A minimum of two and a maximum of four.</b>	
Exploratory instructional offerings listed in Groups 6 and 7	6 h
<b>Compulsory instructional offerings that are not necessarily examined. A minimum of four.</b>	
Religious instructional offerings listed in Group 8	1 h
Arts instructional offerings listed in Group 9	30 min
Physical and Health Education instructional offerings listed in Group 10	1 h
Guidance instructional offerings listed in Group 11	1 h
<b>TOTAL</b>	<b>27 h 30 min</b>

### 1.5 Further Education and Training Phase (Grades 10–12)

**Table 8: Weekly time allocation for the Further Education and Training Phase (Grades 10–12)**

<i>Instructional offerings</i>	<i>Weekly Contact Time (h)</i>
<b>Compulsory common core (1–6)</b>	
Two languages (Group A)	8 h 30 min
A minimum of four instructional offerings selected from Groups A–F	16 h
<b>Compulsory instructional offerings that are not necessarily examined. (7–10)*</b>	
Guidance instructional offerings listed in Group 7	3 h
Physical Education (Boys) or Physical Education (Girls)	
Religious Education instructional offerings	
African Spoken Language, Information Skills, School Music, Youth Preparedness	
<b>TOTAL</b>	<b>27 h 30 min</b>

\* Three hours per week are allocated for optional instructional offerings that are not necessarily examined, provided that a minimum of 30 minutes and a maximum of 1 hour per week contact time, will be allocated to each of the four categories of optional, non-examinable instructional offerings.

## 2 Final remarks

In terms of Section 4 of the Employment of Educators Act, 1998 the formal school day for teachers will be 7 hours. The formal teaching time during the formal school week of 35 hours will be as follows:

- Foundation Phase: Grades 1 and 2 = 22 h 30 min and Grade 3 = 25 h;
- Intermediate Phase: 26 h 30 min;
- Senior Phase: Grade 7 = 26 h 30 min and Grades 8 and 9 = 27 h 30 min;  
and
- FET: 27 h 30 min.

It must, however, be clearly stated that, although instructional offerings, *inter alia*, Guidance, Religious Education, Physical Education for Boys and Girls, Youth Preparedness, School Music and Information Skills, are non-examinable instructional offerings, they are in terms of national policy compulsory and form therefore part of the learning programmes of the various school phases, as contained in the policy document, *A résumé of instructional programmes in public schools, Report 550 (07/06)*. Teachers should in view of this, adhere to these prescriptions, as well as the minimum weekly time allocated to these instructional offerings.

## ANNEXURE A

### CURRENT NATIONAL POLICY WITH REGARD TO PROGRAMME REQUIREMENTS IN THE VARIOUS SCHOOL PHASES

#### 1 Introduction

The policy document, *A résumé of instructional programmes in public schools, Report 550 (97/06)* accommodates the national norms and standards regarding the programme and promotion requirements for school education, Grades 3–12, as stipulated in Section 3(4)(l) of the National Education Policy Act, 1996 (Act 27 of 1996). With regard to Grades 1 and 2, the policy requirements as contained in the policy document, viz *Foundation Phase (Grades R-3)*, are applicable.

#### 2 Programme requirements for Grades 1 to 12

##### 2.1 The minimum number of instructional offerings to be offered in the various school phases

**Table 1: Number of learning areas in the Foundation Phase (Curriculum 2005)**

Grade	FOUNDATION PHASE	Total
	Number of learning areas	
1	8 Learning areas to be covered within the 3 Learning Programmes	8
2	8 Instructional offerings to be covered within the 3 Learning Programmes	8
3	8 Instructional offerings to be covered within the 3 Learning Programmes	8

**Table 2: Number of learning areas in the Intermediate Phase (Curriculum 2005)**

Grade	INTERMEDIATE PHASE	Total
	Number of learning areas	
4	5 Learning areas to be covered within the 8 Learning Programmes	8
5	5 Learning areas to be covered within the 8 Learning Programmes	8
6	5 Learning areas to be covered within the 8 Learning Programmes	8

**Table 3: Minimum number of compulsory instructional offerings in the Intermediate Phase as contained in Report 550 (97/06)**

Grade	INTERMEDIATE PHASE		Total
	Number of instructional offerings		
	Compulsory instructional offerings for promotion	Compulsory instructional offerings not necessarily for promotion	
4	2	9	11
5	6	6	12
6	6	6	12

**Table 4: Number of learning areas in the Senior Phase from 2000 (Curriculum 2005)**

Grade	SENIOR PHASE		Total
	Number of learning areas		
7	8 Learning areas to be covered within the 8 Learning Programmes		8

**Table 5: Minimum number of compulsory instructional offerings in the Senior Phase as contained in Report 550 (97/06)**

Grade	SENIOR PHASE		Total
	Number of instructional offerings		
	Compulsory instructional offerings for promotion	Compulsory instructional offerings not necessarily for promotion	
7	5	6	11
8	7	4	11
9	7	4	11

Curriculum 2005 will, however, be implemented in Grade 7 in the year 2000. In view of this, 8 learning areas will be covered within 8 learning programmes.

**Table 6: Minimum number of compulsory instructional offerings in the Further Education and Training Phase as contained in Report 550 (97/06)**

Grade	FURTHER EDUCATION AND TRAINING PHASE		Total
	Number of instructional offerings		
	Compulsory instructional offerings for promotion	Compulsory instructional offerings not necessarily for promotion	
10	The two required languages, plus four instructional offerings, selected from <u>Groups A–F</u> = 6	4	10
11	The two required languages, plus four instructional offerings, selected from <u>Groups A–F</u> = 6	4	10
12	The two required languages, plus four instructional offerings, selected from <u>Groups A–F</u> = 6	4	10

## 2.2 The programme requirements for the various school phases

### 2.2.1 Foundation Phase (Grades 1 and 2) and Grade 3 from 2000

In Grades 1 and 2, eight learning areas must be covered within the following three learning programmes:

- Literacy;
- Numeracy; and
- Life Skills.

### 2.2.2 Foundation Phase (Grade 3) as contained in Report 550 (97/06) for 1999

#### Compulsory instructional offerings taken into account for promotion

1. Mathematics;
2. Language 1; and
3. Language 2.

**Compulsory general instructional offerings that are not taken into account for promotion**

<b>CATEGORIES 4–8</b>
Bible Education or Hindu Studies or Islamic Studies or Religious Education or Right Living or Scripture
Art or Art and Crafts or Art Education
Class Music
Environmental Studies
Physical Education

**Optional instructional offerings: A minimum of one of the following:**

<b>CATEGORY 9</b>
Language 3
Family Guidance or Guidance or Youth Preparedness
Handicrafts or Needlework
Gardening
Health Education
Information Skills Media Guidance or Media-user Guidance
Dance: Creative Movement

2.2.3 *Intermediate Phase (Grade 4)***Compulsory instructional offerings taken into account for promotion**

1. Mathematics;
2. Language 1; and
3. Language 2.

**Compulsory general instructional offerings that are not taken into account for promotion**

4. General Science;
5. Geography
6. History;
7. Physical Education; and
8. Health Education.

A minimum of 2, selected from the following 2 groups:

<b>CATEGORY 9</b>
Art or Dance or Class Music

And

<b>CATEGORY 10</b>
Basic Handicraft or Basic Techniques or Handicrafts or Handwork or Woodwork or Needle Craft or Needlework

A minimum of 1 from the following:

<b>CATEGORY 11</b>
Bible Education or Hindu Studies or Islamic Studies or Religious Education or Right Living or Scripture

A minimum of 1, selected from the following 5 groups, Category 12:

<b>CATEGORY 12</b>
Language 3
Book Education or Information Skills or Library or Media Guidance or Media User Guidance
Family Guidance or Guidance or Educational Guidance or Youth Preparedness
Gardening
Cultural Studies

2.2.4 *Intermediate Phase (Grades 5–6)*

**Compulsory instructional offerings taken into account for promotion**

1. Mathematics;
2. Language 1;
3. Language 2;
4. General Science;
5. Geography; and
6. History.

**Compulsory general instructional offerings that are not taken into account for promotion**

## 7. Physical Education and Health Education

A minimum of 2, selected from the following 3 groups, Categories 8 + 9

<b>CATEGORY 8 + 9</b>
Art or Art and Crafts or Art Education
Dance: Creative Movement or Class Music
Basic Handicraft or Basic Techniques or Handicrafts or Handwork or Woodwork or Needle Craft or Needlework

A minimum of 1 from the following:

<b>CATEGORY 10</b>
Bible Education or Hindu Studies or Islamic Studies or Religious Education or Right Living or Scripture

A minimum of 2, selected from the following 5 groups, Categories 11 + 12

<b>CATEGORY 11 + 12</b>
Language 3
Book Education or Information Skills or Library or Media Guidance or Media User Guidance
Family Guidance or Guidance or Educational Guidance or Youth Preparedness
Gardening
Cultural Studies

2.2.5 *Senior Phase (Grades 7 only for 1999)***Compulsory instructional offerings taken into account for promotion**

1. Mathematics;
2. General Science;
3. Geography and History;
4. Language1; and
5. Language 2.

**Compulsory general instructional offerings that are not taken into account for promotion**

A minimum of 1 instructional offering, selected from each of the following 5 groups

<b>CATEGORY 6</b>
Art or Dance Movement or Class Music

<b>CATEGORY 7</b>
Physical Education

<b>CATEGORY 8</b>
Health Education

<b>CATEGORY 9</b>
Bible Education or Hindu Studies or Islamic Studies or Religious Education or Right Living or Scripture

<b>CATEGORY 10</b>
Family Guidance or Guidance or Educational Guidance or Youth Preparedness

A minimum of 1 instructional offering, selected from any one of the following 5 groups, Category 11:

<b>CATEGORY 11</b>
Language 3
Agricultural Science
Cultural Studies
Basic Techniques or General Handwork or Handicraft or Homecraft or Needlework or Needlework and Clothing or Technical Orientation or Woodwork
Book Education or Information Skills or Library or Media Guidance or Media-User Guidance

2.2.6 *Senior Phase (Grades 8 and 9)*

**Compulsory instructional offerings taken into account for promotion**

1. Mathematics;
2. General Science;
3. Geography and History;
4. Language 1; and
5. Language 2.



**Optional instructional offerings that are examined**

A minimum of 2 and a maximum of 4 instructional offerings, selected from any one of the following 10 groups, Categories 6 + 7:

<b>CATEGORY 6 + 7</b>
Language 3 Accounting Business Economics Agricultural Science Farm Mechanics Applied Agricultural Science Physiology Typing
Home Economics or Needlework and Clothing
Ballet Practical Ballet Music Performance: 2 <sup>nd</sup> Instrument Design and Painting Design and Sculpture
Art or Theory of Art
Music or Dance
Design or Graphic Art
Speech and Drama or Speech and Speech-Reading
Painting or Sculpture
Basic Techniques or General Handwork or Industrial Arts or Technical Orientation or Workshop Theory or Trade Theory and/or Workshop Practice or Trade Theory and Workshop Practice or Technical Theory and Practice
Woodwork or Metalwork or Woodwork and Metalwork Technical Drawing

A minimum of nil of the following instructional offerings:

<b>CATEGORY 6 + 7 (continued)</b>
Biblical Studies Bookbinding Bricklaying and Plastering Building Construction Computer-Literacy Electrician-Work Electronics Fitting and Turning Hotelkeeping and Catering Motor Body Repairing Motor Mechanics Plumbing and Sheetmetalwork Shorthand Snelskrif Watchmaking Woodworking

**Optional instructional offerings that are not necessarily examined**

A minimum of one of the following instructional offerings:

<b>CATEGORY 8</b>
Bible Education or Islamic Studies or Religious Education Right Living Scripture

A minimum of one of the following instructional offerings:

<b>CATEGORY 9</b>
Class Music School Music Music Class Singing Art Dance: Creative Movement

A minimum of one of the following instructional offerings:

<b>CATEGORY 10</b>
Physical and Health Education (Boys) or Physical and Health Education (Girls)

A minimum of one of the following instructional offerings:

<b>CATEGORY 11</b>
Guidance Vocational Guidance Family Guidance Civic Responsibility Youth Responsibility

A minimum of nil of the following instructional offerings:

<b>CATEGORY 12</b>
Information Skills Library Media Guidance Guidance Media User Guidance

**2.2.7 Programme requirements for the Further Education and Training Phase (Grades 10–12)**

**Compulsory instructional offerings that are examined**

- A. A minimum of SIX instructional offerings must be offered, namely:  
Two languages (Group A); the Language of Learning and Teaching and one Approved Language, provided that one of the two is offered on the First Language Level, and the other one on either First or Second Language Level (2).
- B. A minimum of four instructional offerings selected from Groups A–F, namely:  
Group A: Official Languages;\*  
Group B: Mathematics;  
Group C: Natural Sciences;  
Group D: Third and Foreign Languages;\*  
Group E: Human and Social Sciences;  
Group F: Vocational oriented instructional offerings (4).

\* A candidate presenting six instructional offerings shall not be allowed to offer more than four languages, ie two additional languages selected from either Groups A or D.

**Compulsory instructional offerings that are not necessarily examined**

A minimum of 1 instructional offering, selected from each of the following 4 groups, Categories 7–10:

<b>CATEGORY 7–10</b>
Guidance or Vocational Guidance
Physical Education (Boys) or Physical Education (Girls)
Biblical Education or Islamic Studies or Religious Education or Right Living or Scripture
Family Guidance African Language: Spoken Language Library or Media Guidance or Media User Guidance Class Music or School Music or Music: Class Singing Youth Preparedness or Civic Responsibility

# NORMS AND STANDARDS FOR EDUCATORS

G.N. 82 of 2000 published in *Government Gazette* No. 20844 dated 4 February 2000

## NORMS AND STANDARDS FOR EDUCATORS

The Minister of Education has, in terms of section 3(4)(f) and (l) of the National Education Policy Act, 1996 (Act No. 27 of 1996), determined Norms and Standards for Educators as National Policy, and which policy is, in terms of section 7 of the said Act hereby published.

**Professor Kader Asmal, MP**  
Minister of Education

### SCHEDULE

#### NORMS AND STANDARDS FOR EDUCATORS

##### List of Acronyms

Advanced Certificate in Education .....	ACE	General Education and Training .....	GET
Adult Basic Education and Training .....	ABET	Heads of Education Departments Committee .....	HEDCOM
Bachelor of Education Degree .....	BEd	Master of Education Degree .....	MEd
Certificate in Education .....	CE	National Qualifications Framework .....	NQF
Committee on Teacher Education Policy .....	COTEP	National Standards Body .....	NSB
Diploma in Education .....	DE	Outcomes-based Education .....	OBE
Early Childhood Development .....	ECD	Post Graduate Certificate in Education .....	PGCE
Education, Training and Development .....	ETD	Recognition of Prior Learning .....	RPL
Education Training and Development Practices ..	ETDP	South African Council for Educators .....	SACE
Education and Training Quality Assurance .....	ETQA	Sector Education and Training Authority .....	SETA
Further Education and Training .....	FET	South African Qualifications Authority .....	SAQA

##### Glossary

**Applied competence** means the ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification.

**Credit** means that value assigned to a given number of notional hours of learning.

**Critical Outcomes** or **Critical Cross-field Education and Training Outcomes** means those generic outcomes which inform all teaching and learning, and are as defined in these regulations.

**Education and Training Quality Assurance body (ETQA)** means a body established in terms of section 5(1)(a)(ii) of the Act, responsible for monitoring and auditing achievements in terms of national standards and qualifications, and to which specific functions relating to the monitoring and auditing of national standards and qualifications have been assigned in terms of section 5(1)(b)(i) of the Act.

**Elective learning** or **Elective** means a selection of additional credits at the level of the NQF specified, from which a choice may be made to ensure that the purpose(s) of the qualification is achieved.

**Field** means a particular area of learning used as an organizing mechanism for the National Qualifications Framework.

**Fundamental Learning** or **fundamental** means that learning which forms the grounding or basis needed to undertake the education, training or further learning required in the obtaining of a qualification.

**Integrated Assessment** means that form of assessment which permits the learner to demonstrate applied competence and which uses a range of formative and summative assessment methods.

**Level Descriptor** means that statement describing a particular level of the eight levels of the National Qualifications Framework.

**National Standards Body (NSB)** means a body registered in terms of section 5(1)(a)(ii) of the Act, responsible for establishing education and training standards or qualifications, and to which specific functions relating to the registration of national standards and qualifications have been assigned in terms of section 5(1)(b)(i) of the Act.

**Notional Hours of Learning** means the learning time that it is conceived it would take an average learner to meet the outcomes defined, and includes concepts such as contact time, time spent in structured learning in the workplace and individual learning.

**Outcomes** means the contextually demonstrated end products of the learning process.

**Provider** means a body which delivers learning programmes which culminate in specified National Qualifications Framework standards and or qualifications and manages the assessment thereof.

**Primary Focus** means that activity or objective within the sector or sub-system upon which an organisation or body concentrates its efforts.

**Qualification** means a planned combination of learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning; and it means the formal recognition of the achievement of the required number and type of credits and such other requirements at specific levels of the National Qualifications Framework as may be determined by the relevant bodies registered for such purpose by the South African Qualifications Authority.

**Quality Assurance** means the process of ensuring that the degree of excellence specified is achieved.

**Recognition of Prior Learning** means the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specified qualifications, and the acceptance for purposes of qualifications of that which meets the requirements.

**Specific Outcomes** means contextually demonstrated knowledge, skills and values which support one or more critical outcomes.

**Specialised learning or Specialisation** means that specialised theoretical knowledge which underpins application in the area of specialisation.

**Standard** means registered statements of desired education and training outcomes and their associated assessment criteria.

**Unit Standard** means registered statements of desired education and training outcomes and their association assessment criteria together with administrative and other information as specified in these regulations.

## 1. Scope and Purpose of this policy statement

The term *educator* in this policy statement applies to all those persons who teach or educate other persons or who provide professional educational services at any public school, further education and training institution or departmental office. The term includes educators in the classroom, heads of departments, deputy-principals, principals, education development officers, district and regional managers and systems managers.

As soon as other processes of generating standards and qualifications have been finalised by the relevant stakeholder bodies, the policy will be augmented to encompass the entire range of educators as defined in the Employment of Educators Act (Act No. 76 of 1998), including those persons who teach, educate or train other persons in adult basic education centres or in early childhood development centres and those who provide professional therapy and educational psychological services.

The term *educator development* used in this policy refers to ongoing education and training of educators as a continuum, including both pre-service and in-service education and training.

The policy describes the *roles*, their associated set of *applied competences* (norms) and *qualifications* (standards) for the development of educators. It also establishes key strategic objectives for the development of learning programmes, qualifications and standards for educators. These norms and standards provide a basis for providers to develop programmes and qualifications that will be recognised by the Department of Education for purposes of employment. This policy on Norms and Standards for Educators needs to be informed by continued research, and provides a focus for that research.

The roles, their associated set of applied competences and the qualifications described here will be used by the Department of Education for purposes of recognition and evaluation of qualifications for employment as an educator.

## 2. Background to the development of this policy

This policy statement derives from the final report produced by the Technical Committee on the Revision of Norms and Standards for Educators, Department of Education, September 1998. The Technical Committee engaged in a variety of activities over a period of nine months culminating in the final report. Besides literature and policy review, the Committee consulted intensively with a range of stakeholders and drew heavily on the work of others, including:

- The regulations and discussion documents of the South African Qualifications Authority (SAQA);
- The reports of the Education, Training and Development Practices Project;
- The report of the President's Education Initiative (*Getting Learning Right, 1999*);
- The Centre for Educational Technology and Distance Education (*Criteria for Quality Distance Education*);
- Adult Basic Education and Training standards generating task team;
- Early Childhood Development Interim Accreditation Committee;
- The Green Paper on 'Quality Education for All Learners: The Challenge of Addressing Barriers to Learning and Development'.

This policy statement should be read together with *The Final Report of the Technical Committee on the Revision of the Norms and Standards for Educators (Department of Education, September 1998)* and with collective agreements of the Education Labour Relations Council, including those on *Development Appraisal*, the *Duties and Responsibilities of Educators and Educator Workloads*, as well as the South African Council for Educators' *Code of Conduct*.

### 3. Roles and competences

The cornerstone of this Norms and Standards policy is the notion of *applied competence* and its associated *assessment criteria*.

*Applied competence* is the overarching term for three interconnected kinds of competence:

- *Practical competence* is the demonstrated ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.
- It is grounded in *foundational competence* where the learner demonstrates an understanding of the knowledge and thinking that underpins the action taken; and
- integrated through *reflexive competence* in which the learner demonstrates ability to integrate or connect performances and decision-making with understanding and with an ability to adapt to change and unforeseen circumstances and to explain the reasons behind these adaptations.

Applied competence also refers to the ability to integrate the discrete competences which constitute each of the seven educator roles. This is important so that competence in a role is assessed, rather than simply the ability to perform a discrete competence. In turn, the seven roles should also be assessed in an integrated and applied manner.

In addition, this applied competence must be demonstrated within the subject or phase specialist role that defines the *purpose* of the qualification. While all qualifications must develop applied competence, the level at which this competence is demonstrated will differ according to the purpose and nature of the qualification.

All the competences must be developed in all initial educator qualifications. They should not, however, be seen as static. They may be developed in different ways, with different emphases and at different depths. Providers have the responsibility to decide how this should be achieved, and before designing a learning programme it will be necessary to establish the particular nature of the clients and which qualification the learners are to be prepared for.

A number of factors will impact on this decision, including:

- the type of learners in the programme, especially their levels of maturity and experience;
- the context – rural, urban or peri-urban;
- the phase(s) to be catered for;
- language experience;
- whether the courses are to be offered through contact or distance education.

Different qualifications may demand different NQF levels for the achievement of similar competences. For example, an initial teaching qualification on level 6 for the senior phase in the general education and training band will develop and assess the competence of an educator to be a leader, administrator and manager at a lower level and in a more restricted range, focused on the classroom, than an advanced qualification at level 7, aimed at school principals, district managers and education development officers. Some qualifications might require the same level of practical competence, but could differ with regard to their degree of rigour in terms of reflexive and foundational competences. Hence the 'mix' of competences can be manipulated in order to attain the required breadth (range) and depth of the qualification.

Some competences may be seen to be more suitable for experienced rather than beginning educators, eg designing original learning programmes, accessing and working in partnership with professional services and other resources in order to provide support for learners. They are nevertheless included in the initial educator programme since the competences will develop as the educator becomes more experienced.

Although *teaching practice* is recognised as an essential feature that should be included in all educator programmes, no competences are specifically associated with it and there is no prescribed period of time. This is a programme element to be determined by the provider concerned and the relevant quality assurance body.

Teaching practice is seen as a mode of delivery through which all the different roles of educators should be developed and assessed. Time spent in the workplace is considered to be very important and should provide the authentic context within which student educators experience and demonstrate the integration of the competences developed in the entire curriculum.

Educators will need some proficiency in more than one official language. The levels of proficiency required are described in a number of the competences. For employment purposes providers are requested to indicate the language proficiency attained by a graduate in terms of any appropriate language endorsement.

#### Notes on the roles and their associated competences

1. The seven roles and associated competences for educators for schooling provide the *exit level outcomes*. They are in effect the *norms* for educator development and therefore the central feature of all initial educator qualifications and learning programmes. The critical cross-field outcomes are integrated into the roles and

their applied competence. Providers have the freedom and the responsibility to design their learning programmes in any way that leads learners to the successful achievement of the outcomes as represented in their associated assessment criteria.

2. While providers should develop these roles and competences in all qualifications offered, they will combine and weigh the roles differently in accordance with the specific purpose of the qualification. A more advanced qualification may pay less attention to a number of the roles and be focused primarily on one or two roles.
3. The seventh role, that of a learning area/subject/discipline/phase specialist, is the over-arching role into which the other roles are integrated, and in which competence is ultimately assessed. The specialisation can take a variety of forms. It can be linked to phase (for example, foundation phase), or to a subject/learning area (for example, mathematics or human and social sciences), or a combination thereof. Qualifications must be designed around the specialist role as this encapsulates the 'purpose' of the qualification and 'shapes' the way the other six roles and their applied competences are integrated into the qualification.
4. A specialisation for teaching will always include both a subject/learning area specialisation and a phase specialisation. In the case of foundation phase educators, the specialisation will be the three learning areas of the foundation phase as well as an understanding of learners and learning in the first years of formal schooling.
5. The role of learning area/subject/discipline/phase specialist is described above as it relates to the central role of learning mediation. However, other specialisations, based on the other roles, are possible in 'post-basic' qualifications. For example, educators could specialise in Educational Management that goes beyond the classroom into the management of an institution or department; or in Curriculum Studies that builds on the role of researcher as well as the role of learning materials designer; or Materials Development in which the emphasis on materials and programmes for the classroom and school shifts to materials development for the public domain.
6. The list of roles and their associated competences below is meant to serve as a *description* of what it means to be a competent educator. It is not meant to be a checklist against which one assesses whether a person is competent or not. The roles and competences must be integrated in the learning programme and should inform the exit level outcomes of a qualification and their associated assessment criteria. Ultimately, the qualification should reflect an applied and integrated competence. This demonstrated ability to integrate theory and practice in teaching must be assessed within all educator qualifications.
7. In the descriptions below the seven roles are described in a manner appropriate for an initial teaching qualification.

**The seven roles are:**

***Learning mediator***

The educator will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualised and inspirational; communicate effectively showing recognition of and respect for the differences of others. In addition an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

***Interpreter and designer of learning programmes and materials***

The educator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. The educator will also select, sequence and pace the learning in a manner sensitive to the differing needs of the subject/learning area and learners.

***Leader, administrator and manager***

The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision making structures. These competences will be performed in ways which are democratic, which support learners and colleagues, and which demonstrate responsiveness to changing circumstances and needs.

***Scholar, researcher and lifelong learner***

The educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters, and in other related fields.

***Community, citizenship and pastoral role***

The educator will practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators.

Furthermore, the educator will develop supportive relations with parents and other key persons and organisations based on a critical understanding of community and environmental development issues. One critical dimension of this role is HIV/AIDS education.

**Assessor**

The educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into this process. The educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners. The educator will design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meet the requirements of accrediting bodies. The educator will keep detailed and diagnostic records of assessment. The educator will understand how to interpret and use assessment results to feed into processes for the improvement of learning programmes.

**Learning area/subject/discipline/phase specialist**

The educator will be well grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study, or professional or occupational practice. The educator will know about different approaches to teaching and learning (and, where appropriate, research and management), and how these may be used in ways which are appropriate to the learners and the context. The educator will have a well-developed understanding of the knowledge appropriate to the specialism.

The roles are broken down into:

- **Practical Competence**
- **Foundational Competence, and**
- **Reflexive Competence.**

**LEARNING MEDIATOR**

<b>Practical competences</b>
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>
Using the language of instruction appropriately to explain, describe and discuss key concepts in the particular learning area/subject/discipline/phase.
Using a second official language to explain, describe and discuss key concepts in a conversational style.
Employing appropriate strategies for working with learner needs and disabilities, including sign language where appropriate.
Preparing thoroughly and thoughtfully for teaching by drawing on a variety of resources; the knowledge, skills and processes of relevant learning areas; learners' existing knowledge, skills and experience.
Using key teaching strategies such as higher level questioning, problem-based tasks and projects; and appropriate use of group-work, whole class teaching and individual self-study.
Adjusting teaching strategies to: match the developmental stages of learners; meet the knowledge requirements of the particular learning area; cater for cultural, gender, ethnic, language and other differences among learners.
Adjusting teaching strategies to cater for different learning styles and preferences and to mainstream learners with barriers to learning.
Creating a learning environment in which: learners develop strong internal discipline; conflict is handled through debate and argument, and learners seek growth and achievement.
Creating a learning environment in which: critical and creative thinking is encouraged; learners challenge stereotypes about language, race, gender, ethnicity, geographic location and culture.
Using media and everyday resources appropriately in teaching including judicious use of: common teaching resources like text-books, chalkboards, and charts; other useful media like overhead projectors, computers, video and audio (etc); and popular media and resources, like newspapers and magazines as well as other artefacts from everyday life.
<b>Foundational competences</b>
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>
Understanding different explanations of how language mediates learning: the principles of language in learning; language across the curriculum; language and power; and a strong emphasis on language in multi-lingual classrooms.
Understanding different learning styles, preferences and motivations.
Understanding different explanations of how learners learn at different ages, and potential causes of success or failure in these learning processes.
Understanding the pedagogic content knowledge – the concepts, methods and disciplinary rules – of the particular learning area being taught.
Understanding the learning assumptions that underpin key teaching strategies and that inform the use of media to support teaching.
Understanding the nature of barriers to learning and the principles underlying different strategies that can be used to address them.
Understanding sociological, philosophical, psychological, historical, political and economic explanations of key concepts in education with particular reference to education in a diverse and developing country like South Africa.
Exploring, understanding, explaining, analysing and utilizing knowledge, skills and values underpinning ETD practices.



<b>Reflexive competences</b>
<i>(Where the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>
Reflecting on the extent to which the objectives of the learning experience have been achieved and deciding on adaptations where required.
Defending the choice of learning mediation undertaken and arguing why other learning mediation possibilities were rejected.
Analysing the learning that occurs in observed classroom interactions and in case studies.
Making judgements on the effect that language has on learning in various situations and how to make necessary adaptations.
Assessing the effects of existing practices of discipline and conflict management on learning.
Reflecting on how teaching in different contexts in South Africa affects teaching strategies and proposing adaptations.
Reflecting on the value of various learning experiences within an African and developing world context.
Reflecting on how race, class, gender, language, geographical and other differences impact on learning, and making appropriate adaptations to teaching strategies.
Critically evaluating the implications for schooling of political social events and processes and developing strategies for responding to these implications.
Critically reflecting on the ways barriers to learning can be overcome.
Critically reflecting on the degree to which issues around HIV/AIDS have been integrated into learning.
Analysing the strengths and weakness of the ways in which environmental, human rights and other critical cross-field issues have been addressed.

### INTERPRETER AND DESIGNER OF LEARNING PROGRAMMES AND MATERIALS

<b>Practical competences</b>
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>
Interpreting and adapting learning programmes so that they are appropriate for the context in which teaching will occur.
Designing original learning programmes so that they meet the desired outcomes and are appropriate for the context in which they occur.
Adapting and/or selecting learning resources that are appropriate for the age, language competences, culture and gender of learning groups or learners.
Designing original learning resources including charts, models, worksheets and more sustained learning texts. These resources should be appropriate for subject; appropriate to the age, language competence, gender, and culture of learners; cognisant of barriers to learning.
Writing clearly and convincingly in the language of instruction.
Using a common word processing programme for developing basic materials.
Evaluating and adapting learning programmes and resources through the use of learner assessment and feedback.
<b>Foundational competences</b>
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>
Understanding the principles of curriculum: how decisions are made; who makes the decisions, on what basis and in whose interests they are made.
Understanding various approaches to curriculum and programme design, and their relationship to particular kinds of learning required by the discipline; age, race, culture and gender of the learners.
Understanding the principles and practices of OBE, and the controversies surrounding it, including debates around competence and performance.
Understanding the learning area to be taught, including appropriate content knowledge, pedagogic content knowledge, and how to integrate this knowledge with other subjects.
Knowing about sound practice in curriculum, learning programme and learning materials design including: how learners learn from texts and resources; how language and cultural differences impact on learning.
Understanding common barriers to learning and how materials can be used to construct more flexible and individualised learning environments.
<b>Reflexive competences</b>
<i>(Where the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>
Reflecting on changing circumstances and conditions and adapting existing programmes and materials accordingly.
Critically evaluating different programmes in real contexts and/or through case studies both in terms of their educational validity as well as their socio-political significance.

**LEADER, ADMINISTRATOR AND MANAGER**

<b>Practical competences</b>
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>
Managing classroom teaching of various kinds (individualised, small group etc.) in different educational contexts and particularly with large and diverse groups.
Constructing a classroom atmosphere which is democratic but disciplined, and which is sensitive to culture, race and gender differences as well as to disabilities.
Resolving conflict situations within classrooms in an ethical sensitive manner.
Promoting the values and principles of the constitution particularly those related to human rights and the environment.
Maintaining efficient financial controls.
Working with other practitioners in team-teaching and participative decision making.
Accessing and working in partnership with professional services and other resources in order to provide support for learners.
Respecting the role of parents and the community and assisting in building structures to facilitate this.
<b>Foundational competences</b>
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>
Understanding approaches to problem-solving, conflict resolution and group dynamics within a South African and developing world context characterised by diversity.
Understanding various approaches to the organisation of integrated teaching programmes and team teaching.
Understanding various approaches to the management of classrooms, with particular emphasis on large, under-resourced and diverse classrooms.
Knowledge of available professional and community support services and strategies for using their expertise.
Understanding current legislation on the management of learners and schools.
Knowledge of educators' unions, the South African Council for Educators and other relevant professional bodies.
Understanding constitutional commitments to human rights and the environment.
<b>Reflexive competences</b>
<i>(Where the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>
Reflecting on strategies to assist educators working on integrated teaching programmes and in team teaching.
Critically examining a variety of management options, making choices based on existing and potential conditions, and defending these choices.
Adapting systems, procedures and actions according to circumstances.

**COMMUNITY, CITIZENSHIP AND PASTORAL ROLE**

<b>Practical competences</b>
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>
Developing life-skills, work-skills, a critical, ethical and committed political attitude and a healthy lifestyle in learners.
Providing guidance to learners about work and study possibilities.
Showing an appreciation of, and respect for, people of different values, beliefs, practices and cultures.
Being able to respond to current social and educational problems with particular emphasis on the issues of violence, drug abuse, poverty, child and women abuse, HIV/AIDS and environmental degradation. Accessing and working in partnership with professional services to deal with these issues.
Counselling and/or tutoring learners in need of assistance with social or learning problems.
Demonstrating caring, committed and ethical professional behaviour and an understanding of education as dealing with the protection of children and the development of the whole person.
Conceptualising and planning a school extra-mural programme including sport, artistic and cultural activities.
Operating as a mentor through providing a mentoring support system to student educators and colleagues.

<b>Foundational competences</b>
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>
Understanding various approaches to education for citizenship with particular reference to South Africa as a diverse, developing, constitutional democracy.
Understanding key community problems with particular emphasis on issues of poverty, health, environment and political democracy.
Knowing about the principles and practices of the main religions of South Africa, the customs, values and beliefs of the main cultures of SA, the Constitution and the Bill of Rights.
Understanding the possibilities for life-skill and work-skill education and training in local communities, organisations and business.
Knowing about ethical debates in religion, politics, economics, human rights and the environment.
Understanding child and adolescent development and theories of learning and behaviour with emphasis on their applicability in a diverse and developing country like South Africa.
Understanding the impact of class, race, gender and other identity-forming forces on learning.
Understanding formative development and the impact of abuse at individual, familial, and communal levels.
Understanding common barriers to learning and the kinds of school structures and processes that help to overcome these barriers.
Knowing about available support services and how they may be utilised.
Knowing about the kinds of impact school extra-mural activities can have on learning and the development of children and how these may best be developed in co-operation with local communities and business.
<b>Reflexive competences</b>
<i>(Where the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>
Recognising and judging appropriate intervention strategies to cope with learning and other difficulties.
Reflecting on systems of ongoing professional development for existing and new educators.
Adapting school extra curriculum programmes in response to needs, comments and criticism.
Reflecting on ethical issues in religion, politics, human rights and the environment.
Reflecting on ways of developing and maintaining environmentally responsible approaches to the community and local development.
Adapting learning programmes and other activities to promote an awareness of citizenship, human rights and the principles and values of the constitution.
Critically analysing the degree to which the school curriculum promotes HIV/AIDS awareness.
Critically analysing the degree to which the school curriculum addresses barriers to learning, environmental and human rights issues.

### SCHOLAR, RESEARCHER AND LIFELONG LEARNER

<b>Practical competences</b>
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>
Being numerically, technologically and media literate.
Reading academic and professional texts critically.
Writing the language of learning clearly and accurately.
Applying research meaningfully to educational problems.
Demonstrating an interest in, appreciation and understanding of current affairs, various kinds of arts, culture and socio-political events.
Upholding the principles of academic integrity and the pursuit of excellence in the field of education.
<b>Foundational competences</b>
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>
Understanding current thinking about technological, numerical and media literacies with particular reference to educators in a diverse and developing country like South Africa.
Understanding the reasons and uses for, and various approaches to, educational research.
Understanding how to access and use common information sources like libraries, community resource centres, and computer information systems like the internet.
Understanding and using effective study methods.

<b>Reflexive competences</b>
<i>(Where the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>
Reflecting on critical personal responses to, literature, arts and culture as well as social, political and economic issues.
Reflecting on knowledge and experience of environmental and human rights issues and adapting own practices.

**ASSESSOR**

<b>Practical competences</b>
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>
Making appropriate use of different assessment practices, with a particular emphasis on competence-based assessment and the formative use of assessment, in particular continuous and diagnostic forms of assessment.
Assessing in a manner appropriate to the phase/subject/learning area.
Providing feedback to learners in sensitive and educationally helpful ways.
Judging learners' competence and performance in ways that are fair, valid and reliable.
Maintaining efficient recording and reporting of academic progress.
<b>Foundational competences</b>
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>
Understanding the assumptions that underlie a range of assessment approaches and their particular strengths and weaknesses in relation to the age of the learner and learning area being assessed
Understanding the different learning principles underpinning the structuring of different assessment tasks.
Understanding a range of assessment approaches and methods appropriate to the learning area/subject/discipline/phase.
Understanding language terminology and content to be used in the assessment task and the degree to which this is gender and culturally sensitive.
Understanding descriptive and diagnostic reporting within a context of high illiteracy rates among parents.
<b>Reflexive competences</b>
<i>(Where the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>
Justifying assessment design decisions and choices about assessment tasks and approaches.
Reflecting on appropriateness of assessment decisions made in particular learning situations and adjusting the assessment tasks and approaches where necessary.
Interpreting and using assessment results to feed into processes for the improvement of learning programmes.

**LEARNING AREA/SUBJECT/DISCIPLINE/PHASE SPECIALIST**

<b>Practical competences</b>
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow and to perform the chosen action.)</i>
Adapting general educational principles to the phase/subject/learning area.
Selecting, sequencing and pacing content in a manner appropriate to the phase/subject/learning area; the needs of the learners and the context.
Selecting methodologies appropriate to learners and contexts.
Integrating subjects into broader learning areas and learning areas into learning programmes.
Teaching concepts in a manner which allows learners to transfer this knowledge and use it in different contexts.
<b>Foundational competences</b>
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>
Understanding the assumptions underlying the descriptions of competence in a particular discipline/subject/learning area.
Understanding the ways of thinking and doing involved in a particular discipline/subject/learning area and how these may be taught.
Knowing and understanding the content knowledge of the discipline/subject/learning area.
Knowing of and understanding the content and skills prescribed by the national curriculum.
Understanding the difficulties and benefits of integrating this subject into a broader learning area.
Understanding the role that a particular discipline/subject/learning area plays in the work and life of citizens in South African society – particularly with regard to human rights and the environment.

Reflexive competences
<i>(Where the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>
Reflecting on and assessing own practice.
Analysing lesson plans, learning programmes and assessment tasks and demonstrating an understanding of appropriate selection, sequencing and pacing of content.
Identifying and critically evaluating what counts as undisputed knowledge, necessary skills, important values.
Making educational judgements on educational issues arising from real practice or from authentic case study exercises.
Researching real educational problems and demonstrating an understanding of the implications of this research.
Reflecting on the relations between subjects/disciplines and making judgements on the possibilities of integrating them.

#### 4. Qualifications framework

According to SAQA<sup>1</sup> a **qualification** is:

*a planned combination of learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning*

Also,

*a qualification may be achieved in whole or in part through the recognition of prior learning, which concept includes but is not limited to learning outcomes achieved through formal, informal and non-formal learning and work experience.*

The following framework of qualifications, together with the seven roles and their associated applied competences allows providers, through the Standards Generating Body for Educators in Schooling, to develop qualifications and programmes that are designed for specific purposes and contexts, but within an overall regulatory framework promoting national standards. It will also be used by the Department of Education to recognise and evaluate qualifications for employment in education.

Qualifications for educators for schooling will be qualifications based on exit level outcomes and associated assessment criteria or qualifications based on unit standards.

Qualifications for educators in the Schooling sub-field of Field 05 will be entitled by two categories: *Type* and *Specialisation*.

*Type* is the name of the qualification that indicates level and credits on the NQF. The list of qualification types and their aims is shown on the next page.

*Specialisation* is a phrase in brackets after the qualification type, for example, Diploma in Education (Senior Phase: Human and Social Sciences). It indicates the *particular purpose* of the qualification and could include a phase specialisation (such as Foundation Phase), a subject/learning area specialisation (e.g. Further Education: Mathematics), a specialisation in a particular role (e.g. Education Management), or a professional or occupational practice (e.g. Curriculum Studies). There is no predetermined set of purposes/specialisations.

The qualifications described here may need to be amended in the light of new academic policy on higher education.

	Aim of qualification	Total credits	Level
Certificate in Education	To develop introductory practical and foundational competence, and some degree of reflexive competence. To provide an entry or exit point before the completion of the Diploma in Education.	120	5
Diploma in Education	To accredit a learner with introductory practical, foundational and reflexive competence. To provide an entry and exit point before the completion of the Bachelor of Education degree.	240	5
First Bachelor's Degrees	To accredit a general formative qualification with one or more subject/learning area specialisations in order to provide access to a PGCE as a 'capping' qualification.	360/ 480	6
Post-Graduate Certificate in Education	To accredit a generalist educator's qualification that 'caps' an undergraduate qualification. As an access requirement candidates are required to have appropriate prior learning which leads to general foundational and reflexive competence. The qualification focuses mainly on developing practical competence reflexively grounded in educational theory.	120	6
Bachelor of Education	To accredit an initial qualification for educators in schools. The learner will have strong practical and foundational competence with the reflexive competence to make judgements in a wide context. The qualification is intended for candidates seeking a focused teaching degree with strong subject and educational theory competence.	480	6

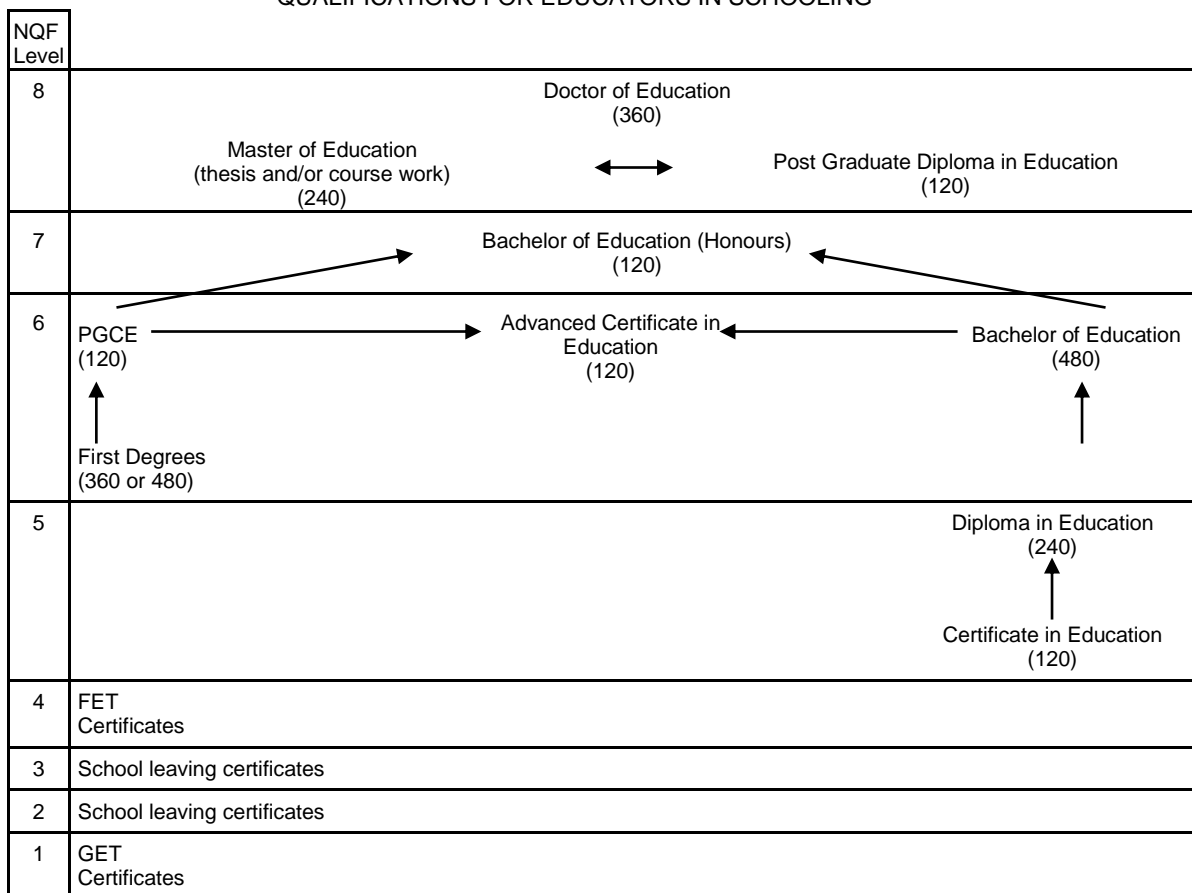
*continued*

<sup>1</sup> SAQA Regulations, *Government Gazette* No. 6140, 28 March 1998, sections 8(1)(a), (h).

	Aim of qualification	Total credits	Level
Advanced Certificate in Education	To accredit further specialised subject/learning area/discipline/phase competence, or a new subject specialisation, or a specialisation in one or more of the roles as an advanced study intended to 'cap' an initial or general teaching qualification. Through this qualification learners will be prepared to embark on a course of study at NQF level 7. It must, therefore, include appropriate demands in terms of rigour.	120	6
Bachelor of Education (Honours)	To accredit the advanced and specialised academic, professional or occupational study of an aspect of education. It is designed to build the competence of expert educators and curriculum specialists, system managers, or educational researchers. Through this qualification learners will be prepared to embark on a course of study leading to an M Ed at NQF level 8. Although the B Ed (Honours) must include some specialisation and a focus on research, the nature of these will vary depending on whether an academic, professional or occupational focus is chosen.	120	7
Post Graduate Diploma in Education	To accredit advanced and specialised occupational, academic and professional study. This qualification can accredit the coursework component of a Masters' degree or provide an entry or exit point before the completion of a Masters' degree.	120	8
Master of Education	To accredit the advanced and specialised academic or professional study of an aspect of education with emphasis on research. The degree may be taken by thesis or by a combination of thesis and coursework.	240	8
Doctor of Education	To accredit the highly advanced and specialised academic or professional study of an aspect of education in which the learner demonstrates capacity for sustained, original research.	360	8

The various qualification types are shown in the following diagram:

QUALIFICATIONS FOR EDUCATORS IN SCHOOLING<sup>2</sup>



2 Please note that the number of credits indicated in brackets after each qualification are minimum credits of which a minimum of 72 should be at or above the level at which the qualification is registered.

### MINIMUM SPECIALIST REQUIREMENTS FOR BASIC TEACHING QUALIFICATIONS

There is no longer a list of prescribed teaching subjects. Learners and providers are advised, however, that the design of programmes and qualifications, including subject choices, must lead to the competence to teach learning programmes, learning areas, subjects or foci in the school curriculum.

The considerable importance of the specialist role should be reflected in the apportionment of credits. For each basic qualification, there is a minimum number of SAQA credits dedicated to the specialist role:

DE	96 credits
B Ed	240 credits
PGCE	20 credits

The precise specialist requirements for the initial teaching qualifications leading to qualified educator status are as follows:

#### Foundation Phase (Grade R to Grade 3)

- A study of the 3 learning programmes as prescribed by the national curriculum. These must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- Expertise in the development of early literacy, particularly reading competence.
- Expertise in the development of early numeracy.
- Expertise in the development of life-skills.
- The above specialist requirements should carry the following credits:

DE	72 credits at NQF 5 or higher, 24 credits at NQF 4 or higher.
B Ed	96 credits at NQF 6, 108 credits at NQF 5 or higher.
PGCE	20 credits at NQF 6.

#### Intermediate Phase (Grade 4 to Grade 6)

- A study of the 5 learning programmes as prescribed by the national curriculum. These must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- Expertise in the development of reading competence, particularly reading comprehension.
- Expertise in the development of numeracy.
- Expertise in the development of life-skills.

The above specialist requirements should carry the following credits:

DE	72 credits at NQF 5 or higher, 24 credits at NQF 4 or higher.
B Ed	96 credits at NQF 6, 108 credits at NQF 5 or higher.
PGCE	20 credits at NQF 6.

#### Senior Phase (Grade 7 to Grade 9)

- A study of at least two subjects which meet the requirements of the learning area specialisations as prescribed by the national curriculum.
- The studies must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- The above specialist requirements should carry the following credits:

DE	72 credits at NQF 5 or higher.
B Ed	96 credits at NQF 6, 84 credits at NQF 5 or higher.
PGCE	20 credits at NQF 6.

In addition

- A study of **one** out of the learning areas of:
  - Mathematical Literacy, Mathematics and Mathematical Sciences
  - Natural Sciences
  - Technology

This study must be in a learning area not taken elsewhere in the curriculum.

It should carry at least 24 credits at NQF level 4 or higher for all qualifications except the PGCE where it may be recognised as prior learning.

**Further Education (Grade 10 to Grade 12)**

- A study of one or more subjects or specialisations suitable for the phase.
- The study must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- The above specialist requirements should carry the following credits:
 

DE	36 credits at NQF 6, 60 credits at NQF 5 or higher.
B Ed	96 credits at NQF 6, 108 credits at NQF 5 or higher.
PGCE	20 credits at NQF 6.

**Notes on articulation**

**Articulation within the qualifications framework for educators for schooling:**

- Learners who complete a 360 or 480 credit Bachelor’s (other than a B Ed) degree are deemed to have completed their subject specialization, but need to complete a Post Graduate Certificate in Education as a professional capping qualification.
- A 480 credit B Ed degree includes both the professional qualification and the subject or phase specialization.
- There are two entry and exit points within a B Ed – a Certificate in Education or a Diploma in Education.
- Learners entering a B Ed from a new 240 credit Diploma in Education or an old three-year Diploma in Education will be required to complete an additional 240 credits of the B Ed degree in order to achieve the overarching purpose of the degree on a higher level.
- The flexibility of a qualification, the degree to which access and exit points are open or closed, will be described in the ‘rules of combination’ and the ‘learning assumed to be in place’ contained in the registration information of the qualification.

**Articulation and mobility within the workplace**

- The roles, their associated applied competences and the qualifications framework provide a basis for the ongoing professional development of educators which will be steered by the Department of Education through using its occupational requirements – job descriptions, appraisal criteria, workload, post descriptions and career pathing – to influence the design of qualifications and learning programmes. The creation of multiple career and learning paths, will encourage the development of educators who are competent to teach in different contexts and in different ways, playing different roles and using different applied competences.

**Articulation within field 05: Education, training and development:**

- The broad similarity between the contextual roles for educators for schooling, the generic roles proposed in the ETDP final report and the draft standards for ECD and ABET practitioners provides a basis for portability and flexibility between qualifications and programmes in different sub-fields of NSB Field 05. This will increase mobility for learners and practitioners by opening up different career and learning paths.
- Since ‘a qualification may be achieved in whole or part through the recognition of prior learning, which concept includes but is not limited to learning outcomes achieved through formal, informal and non-formal learning and work experience’,<sup>3</sup> the process of assessment of applied competence achieved through recognition of prior learning also provides for mobility of learners between different learning programmes and places of work.

**5. The transformation of existing practice: Standards for the design and delivery of educator development programmes**

A statement of the roles and competences (norms) for educators and the provision of a qualifications structure and specialist requirements (standards) are fundamental to the development of educators. They provide a definition of competence within this field, and a means of assessment of this competence. However, in themselves they will be unable to assure the quality of the learning programmes and qualifications.

It is necessary to establish key strategic objectives for the design and delivery of educator development programmes and qualifications which will provide guidance for the transformation of existing practice. The objectives are stated as standards for design and delivery and provide a basis for quality assurance of programmes by Education and Training Quality Assurance bodies. Quality assurance measures and mechanisms will be put in place by SAQA, the Council on Higher Education and its Higher Education Quality Committee, and/or the relevant Sector Education and Training Authority (SETA).

Standards for the design and delivery of programmes will include the following criteria:

**Purpose of the qualification**

- The purpose of the qualification states clearly the roles, the specialism(s), the level, the target learners, employability and the articulation routes.
- The purpose is in line with national and/or local needs.
- The purpose informs the statement of applied competence, curriculum design and the assessment strategy.

<sup>3</sup> SAQA Regulation 8(1)(h) *Government Gazette* 28 March 1998.



#### **Target learners**

- Entry knowledge of learners is assessed/checked and informs the development of the programme.
- Access is promoted and learner support is provided.
- There are processes for the recognition of prior learning and experience.

#### **Applied and integrated teaching competence**

- The applied and integrated competence to be achieved by the learners is expressed in exit level outcomes, and is clearly related to the purpose of the qualification.
- The learning programme is designed in such a way that it develops this competence.
- The courses/modules in the programme and the roles that the programme seeks to develop are integrated.

#### **Applied and integrated assessment**

- The assessment strategy is clearly related to the purpose and exit level outcomes of the programme.
- The practical, foundational and reflexive competences for each role provide a basis for assessment criteria.
- Accountability and transparency are necessary features of all assessment practices and learners should be informed of the assessment criteria and strategies before the learning begins.
- Evidence can be demonstrated through a variety of options: case studies; problem-solving assignments; teaching practice in simulated and in situ contexts; portfolios of learning materials; projects; written and oral examinations.
- The assessment strategy assesses the extent to which learners have achieved *horizontal integration*, that is, the integration of roles and the knowledge and skills delivered through the different courses/modules which make up the educator development programme. It is designed in such a way that the seven roles are assessed through the specialism.
- The assessment strategy also assesses the extent to which learners have achieved the *vertical integration* of foundational, practical and reflexive competence. In other words, it assesses whether learners are able to integrate the ability to perform important teaching actions competently (a practical competence), understand the theoretical basis for these actions (foundational competence), and reflect on and make changes to teaching practices (reflective competence) so that they can be described as achieving an applied and integrated competence.
- The assessment strategy assesses the extent to which learners have the ability *to teach in authentic and changing South African contexts*.
- The assessment is *ongoing and developmental*.
- There are detailed diagnostic records of learners' progress.

#### **Knowledge of the specialisation**

- The development of knowledge of the specialism (discipline, subject, learning area, phase of study) embraces content knowledge (knowing that), concepts and theories (knowing why), procedural knowledge (knowing how), and strategic knowledge (knowledge about why, when, where and who).<sup>4</sup>
- Knowledge of the specialism is central to the programme and integrated into the development of competence in the other roles.

#### **Integration of theory and practice**

- The worth and value of qualifications and learning programmes are determined by the learners' ability to demonstrate applied and integrated competence in the satisfying of academic, professional and occupational requirements. Such an integrated approach to learning places great emphasis on the lifelong professional development of educators.
- In order for qualifications and their associated learning programmes to be recognised for employment in education, providers must ensure that the roles and applied competence specified in the exit level outcomes of the qualification meet the requirement of learners to demonstrate their ability to integrate theory and practice.
- School experience is integrated into the programme, rather than being a separate 'add-on'. It is a structured teaching and learning experience with some form of observational assessment.
- The programme is contextually sensitive.
- There are close links between the work place (schools) and the institutions providing the programme.

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<sup>4</sup> ETDP Project, *Final Report: An Indigenous Model of Profession Paths, Qualification and Standards within the National Qualifications Framework*, October 1998, National Training Board and German Technical Co-operation, p.26.

***Extended professionalism***

- Providers develop programmes and an institutional ethos which develops educators as extended professionals and lifelong learners.
- Programmes are increasingly offered in modes that allow practising educators to attend.
- Learning materials are developed and used to create spatial flexibility in courses: learners can learn at a variety of sites and do not necessarily have to have face-to-face contact with their educators.
- Assignments are designed to encourage problem-solving within authentic contexts.
- The programme prioritises the promotion of critical engagement, reasoning and reflective thinking.
- The programme grounds teaching in a wider social, economic and political understanding and awareness.
- The provider demonstrates an understanding of educator development as an activity that goes wider than formal schooling.
- The teaching staff is involved in policy and development activities outside of their mainstream activity.

***Programme design process***

- The programme is designed on the basis of research, with national/local needs and standard as well as the needs of target learners and employers in mind.
- The programme has outcomes, learning and assessment strategies that are appropriate to the purpose of the qualification.
- Programmes are regularly reviewed in the light of new developments in the field as well as on the basis of feedback from employers, learners, tutors, and assessment processes.

***Recognition of qualifications for employment in public education***

In evaluating qualifications for employment in education, qualifications meeting the following criteria will be recognised. The qualification must:

- integrate the critical cross-field outcomes into exit-level outcomes of the qualification;
- integrate the six contextual roles and their applied competences into the seventh specialised or elective role that is described in the exit-level outcomes;
- be registered on the National Qualifications Framework;
- integrate the job descriptions, workloads, post level requirements and other specific occupational requirements of the employer;
- integrate the professional requirements for registration with SACE;
- be certified by the relevant ETQA or its designated body;
- be attained through a provider accredited by the relevant ETQA or its designated body.

The Department of Education will publish a list of such recognised qualifications on a regular basis.

***Implementation of the norms and standards for educators***

- The nomenclature of existing educator qualifications must be changed in accordance with these norms and standards by June 30, 2001.
- From April 1, 2002, only those programmes leading to qualifications which are registered on the NQF and where the programme and the provider are accredited by the Higher Education Quality Committee of the Council on Higher Education will be eligible for funding from the Department of Education.
- All existing educator qualifications which have been formally accredited by COTEP and HEDCOM and have been recorded and/or provisionally registered by SAQA will be recognised by the Department of Education for purposes of employment in public education until June 30, 2003.

# CRITERIA FOR THE RECOGNITION AND EVALUATION OF QUALIFICATIONS FOR EMPLOYMENT IN EDUCATION BASED ON THE NORMS AND STANDARDS FOR EDUCATORS, 2000

G.N. 935 of 2000 published in *Government Gazette* No. 21565 dated 22 September 2000

## CRITERIA FOR THE RECOGNITION AND EVALUATION OF QUALIFICATIONS FOR EMPLOYMENT IN EDUCATION BASED ON THE NORMS AND STANDARDS FOR EDUCATORS, 2000

I, Kader Asmal, Minister of Education, has, in terms of section 3(4)(f) and (r) of the National Policy Act (Act 27 of 1996), determined national policy for the Recognition and Evaluation of Qualifications for Employment in Education based on the Norms and Standards for Educators. This policy is hereby published in terms of section 7 of the said Act.

**Professor Kader Asmal, MP**  
Minister of Education  
September 2000

## CRITERIA FOR RECOGNITION AND EVALUATION OF QUALIFICATIONS FOR EMPLOYMENT IN EDUCATION BASED ON THE NORMS AND STANDARDS FOR EDUCATORS

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## ACRONYMS

ABET	Adult Basic Education and Training	NDE	National Diploma in Education
ACE	Advanced Certificate in Education	NPDE	National Professional Diploma in Education
ETQA	Education and Training Quality Assurance Body	NTD	National Technical Diploma
B Ed	Bachelor of Education	NQF	National Qualifications Framework
B Ed (Honours)	Bachelor of Education (Honours)	PGCE	Post-Graduate Certificate in Education
CE	Certificate in Education	PGDE	Post-Graduate Diploma in Education
CHE	Council on Higher Education	PTC	Primary Teachers' Certificate
COTEP	Committee on Teacher Education Policy	NSB	National Standards Body
DE	Diploma in Education	REQV	Relative Education Qualification Value
D Ed	Doctor of Education	RPL	Recognition of Prior Learning
FDE	Further Diploma in Education	SAQA	South African Qualifications Authority
HEDCOM	Heads of Education Departments Committee	SEC	Secondary Education Certificate
HDE	Higher Diploma in Education	SED	Secondary Education Diploma
INSET	In-Service Education and Training	SETA	Sector Education and Training Authority
JSTC	Junior Secondary Teachers' Certificate	SGB	Standards Generating Body
M Ed	Master of Education		

## EXPLANATORY NOTES TO THE NORMS AND STANDARDS FOR EDUCATORS, FEBRUARY 2000

The new Norms and Standards for Educators present a completely new way of designing and delivering teacher education in South Africa. The cornerstone of the new policy is the seven roles for educators and their associated applied competence that should be integrated into the purpose and exit level outcomes of the qualification. The institution has the freedom to design and deliver their learning programmes in a flexible manner that will lead to the attainment of the learning outcomes or educator competences.

It is hence expected from institutions to scrutinize their existing qualifications and redesign or adapt them in accordance with the new Norms and Standards. (Refer Section 5, page 30 of the *Norms and Standards Educators, 2000.*)

## 1. Competences

- All the competences must be developed and demonstrated in all seven educator roles in all initial teacher education programmes.
- Advanced/post-graduate programmes may however focus on specific competences and roles.
- Students are expected to be fully proficient in at least ONE official language and partly proficient (sufficient for purposes of ordinary classroom communication) in at least ONE other official language. The language proficiencies of a learner should be indicated on their certificates.

2. Qualifications for Educators in Schooling (Refer *Educator Qualifications Framework*)

- The Certificate in Education (120 credits) and the Diploma in Education (240 credits) are entry and exit points on the Bachelor of Education (480 credits) path. A teacher with either or both of these two qualifications (placing them on REQV 11 or 12) will not be regarded as professionally qualified.
- To be registered with SACE as a professionally qualified educator a minimum of REQV 13 is required or 360 SAQA credits at level 5 or above.
- The Diploma in Education comprises a total of 240 credits which includes the 120 credits of the Certificate in Education. It is not an accumulation of the 120 credits for the Certificate in Education together with 240 credits for the Diploma in Education to equal 360 credits.
- Providers may use the certificate and diploma as initial qualifications for those students who do not have a matriculation exemption.
- First Bachelors degrees should include sufficient credits in appropriate subjects so that the teacher will be competent in his/her chosen specialisation. Detailed definitions of approved qualifications and a list of approved school subjects are contained in later sections of this document.
- After a Bachelor of Education degree or a first Bachelors degree and a Post-Graduate Certificate in Education, the teacher could further his/her studies on either a horizontal level by enrolling for an Advanced Certificate in Education or vertically by completing a Bachelor of Education (Honours) degree.
- The new Advanced Certificate in Education is a new qualification on level 6 that will replace the current FDEs (which are in many cases currently offered on level 5). The ACE is intended to replace the FDE and the HDE and may be used for up-grading or further training in a specialisation or for re-training.
- Entry into the Advanced Certificate in Education may be vertically from a three-year diploma in education (REQV 13) and equivalent qualifications or horizontally from a PGCE or B Ed or from an NQF level 7 or 8 qualification. In other words, the ACE will follow either a general formative appropriate degree (BA, B Comm or B Sc) together with [by] a PGCE (which will replace the current HDE post-graduate) or it will follow a new 480 credit B Ed. Existing educators who are in possession of a three-year college diploma may also be admitted to the new level 6 ACE.

- A student that completed an old three-year Diploma in Education and an Advanced Certificate in Education (120 credits) or an old one-year full-time Further Diploma in Education may enrol for a Bachelor of Education (Honours) degree, if such a student complies with all the institutional requirements.
- A student may not advance from a 480 credit Bachelor of Education degree to a 240 credit Masters degree. He/she could however enrol for a 360 credit Masters degree programme or a 120 B Ed (Hons) programme followed by a 240 credit Masters degree programme.
- The new B Ed (Honours) will replace the existing post-graduate B Ed. The new B Ed (Honours) may be designed with a particular focus on the advanced development of either academic or professional or occupational competence. It is not necessary to award the new B Ed (Hons) retrospectively to past B Ed graduates. If, however, the institutions wishes to endorse past B Ed certificates as equivalent to the new B Ed (Hons) it may do so. From a graduate's complete set of qualifications and the dates of certification, it would be evident which B Ed they have attained. The new 480 credit B Ed in the Norms and Standards will be endorsed to the effect to indicate that it is a first or initial professional teaching qualification, eg Foundation Phase, or Further Education and Training Phase: Mathematics. That will also help to distinguish between the old and the new B Ed.

### 3. Articulation within the qualifications framework (Refer section 4)

Learners entering a 480 Bachelor of Education degree from an old three-year Diploma in Education, will be required to study an additional 240 credits to complete the 480 Bachelor of Education degree. The institution may credit the student through the Recognition of Prior Learning and/or school experience up to a maximum of 120 credits.

### 4. Implementation of the Norms and Standards for Educators (Refer to section 4 of Norms and Standards for Educators, February 2000)

#### First Bullet (*sic*)

The change of nomenclature in accordance with the Norms and Standards imply more than a mere redesignation of the current programmes. It requires that existing programmes be redesigned in order to reflect the notion of applied competence and its associated assessment criteria and the seven educator roles. The June 30, 2001 date allows institutions sufficient time to register, accredit, seek funding approval and approval for employment purposes through the CHE, SAQA and DoE processes to ensure that all their qualifications are suitably named for the academic year 2002.

This process does contain some flexibility and uncertainty as the CHE is developing new academic policy which may necessitate some changes to the Norms and Standards for Educators. It is, however, important to move towards a standardised qualification framework as soon as possible and providers are urged to adopt the Norms and Standards for Educators (February 2000) nomenclature.

#### Third Bullet (*sic*)

All existing qualifications formally approved by COTEP and HEDCOM may continue to be offered until June 30, 2003. A student admitted to such a qualification as late as January 2003 would still be able to complete his/her qualification. All COTEP and HEDCOM approved qualifications will continue to be recognised for purposes of employment. This lengthy time span is designed to allay fears and uncertainties. However, providers and students are urged to move across to the new framework as soon as possible. The process of incorporating teacher education and colleges of education into higher education is likely to enable many students to transfer from their existing qualifications to qualifications compliant with the Norms and Standards for Educators (February 2000). Students should have no fears that their existing COTEP and HEDCOM approved qualifications will not be recognised for purposes of employment after June 30, 2003. This date refers only to a student admitted to any of these programmes for the first time after this date who will not receive recognition for such a programme for employment in education.

## REGISTRATION, ACCREDITATION AND APPROVAL OF QUALIFICATIONS

Teacher Education qualifications and programmes are subject to the same processes of registration, accreditation and approval as all other higher education programmes. In addition, publically funded teacher education qualifications must meet the criteria laid down by the Minister of Education in the Criteria for the Recognition and Evaluation of Qualifications for Employment in Education.

In the interim until the end of 2000, applications for the registration, accreditation and approval of new qualifications should be submitted in accordance with the document:

*Department of Education/Council on Higher Education/ South African Qualifications Authority Interim Joint Committee on Registration of New Qualifications, Accreditation of New Learning Programmes and Approval of New Learning Programmes for Funding Purposes.*

Providers will be informed by SAQA, the CHE and the DoE as to the appropriate processes that will have to be followed with effect from January 2001.

In addition to the above, providers must submit their qualifications to the Department of Education for evaluation for purposes of employment. To apply for recognition and evaluation of their qualifications, providers must use the following format:

**Submission of new teacher education qualifications for approval by the Department of Education for employment in public education**

**1. Name of the institution**

**2. Title of the qualification**

Refer to Section 4 of the *Norms and Standards for Educators, 2000*, for approved appellations of professional educator qualifications.

**3. Purpose of the qualification**

- The purpose of the qualification states clearly the roles, specialism(s), level, target learners, employability and articulation routes.
- The purpose is in line with national and/or local needs.
- The purpose informs the statement of applied competence, curriculum design and assessment strategy.

**4. Target learners and learning assumed to be in place**

- Assessment of entry knowledge of learners.
- Promotion of access to the programme and the providing of learner support.
- Processes for the recognition of prior learning and experience.

**5. Exit level outcomes and applied and integrated teaching competence**

- The critical cross-field outcomes are integrated into the exit level outcomes of the qualification.
- The contextual roles (all six of them in the case of a 480 credit B Ed) and their applied competences are integrated into the seventh specialised or elective role that is described in the exit level outcomes, and is clearly related to the purpose of the qualification.

**6. Credit specifications**

- Total number of credits required for the qualification.
- Minimum or maximum credits required at specific levels, including evidence that the minimum specialist requirements in the case of a 480 credit B Ed, as described in the Norms and Standards for Educators, are complied with.

**7. Applied and integrated assessment**

- The assessment strategy is clearly related to the purpose and exit level outcomes of the qualification.
- The assessment criteria are based on the practical, foundational and reflexive competences described for each of the roles in the Norms and Standards for Educators.
- The seven roles are assessed through the specialism.
- The ability of learners to integrate theory and practice should be assessed. Learners must be able to integrate their competence to perform important teaching actions (practical competence), their understanding of the theoretical basis for these actions (foundational competence) and their ability to reflect on and make changes to their teaching practices (reflective competence).
- Knowledge of the specialism (discipline, subject, learning area, phase of schooling) is central to the learning programme and the assessment of content knowledge, concepts and theories, procedural knowledge and strategic knowledge should form a key part of the assessment strategy.
- Teaching experience is integrated in a structured manner into the learning programme and is associated with part of the assessment strategy.
- Detailed diagnostic records of learners' progress should be kept.

**8. Articulation with other qualifications, programmes and providers**

**9. Quality assurance mechanisms**

- Brief description of the internal quality review process that is in place to ensure own quality improvement and the effective and efficient delivery of the teacher education learning programme.
- Last and next review date of the qualification and learning programme.
- Most recent report findings of the external review of the programme by an ETQA.

**10. Mode of delivery of the programme**

- Full-time, part-time, face-to-face contact, school-based and workplace integrated, distance, telematic, electronic, on-campus or mixed mode, off-campus, satellite campus, outsourced to or in partnership with other providers.

**11. Date of implementation of the programme for the first time**

**12. Approval by Council and Senate**

**13. Date of submission**

**14. Contact information**

- Name of contact person
- Physical address
- Postal address
- Telephone number (Telkom/Cell phone)
- Fax number
- E-mail

**15. Applications should be sent to;**

Mr M J Loots

Department of Education

23 Schoeman Street

Private Bag X 895

PRETORIA

0001

Tel: (012) 312 5188

Fax: (012) 321 6770

E-mail: [Loots.m@educ.pwv.gov.za](mailto:Loots.m@educ.pwv.gov.za)

**EVALUATION OF QUALIFICATIONS FOR EMPLOYMENT IN EDUCATION**

**1. The following are taken into consideration when evaluating a qualification for employment in education**

1. Learning assumed to be in place (including recognition of prior learning) in order to be admitted to the learning programme that will lead to the attainment of the qualification.
2. Status of the institution that offers the learning programme and awards the qualification, as reflected by their registration with and accreditation by competent statutory bodies, eg state departments of government, quality assurance agencies, professional councils, qualifications authorities, councils on higher education or sector education and training authority.
3. National Qualifications Framework Level on which the qualification has been registered, and the number of credits (hours of learning) required on specific levels, as well as the total number of credits earned through the awarding of the qualification.
4. Purpose of the qualification and exit level outcomes (applied competence) associated with the qualification.
5. Assessment towards complying with the requirements to obtain the qualification (formal examinations, portfolios, research publications, dissertations, theses, practical work, workplace experience, learnerships).
6. Compliance of the qualification with the academic, professional and occupational requirements as described in the national policy document *Norms and Standards for Educators*, Department of Education (*Government Gazette* No. 20844, 4 February 2000), with other national policy (currently as in Reports 116, 150, 151 and document in regard to registration, accreditation and approval of new programmes and qualifications *by the Interim Joint Committee – Department of Education, Council on Higher Education and the South African Qualifications Authority*), and with SAQA Regulations pertaining to qualifications in general.
7. Qualifications will be recognised as from the date on which the educator meets all the requirements for obtaining the qualification concerned, according to a written statement by the examining body. In the absence of such a statement, a qualification will be recognised as from the date on which the certificate was issued.
8. An educator whose qualifications have been evaluated correctly by an education department in accordance with the document *Evaluation of Qualifications for Employment in Education, 1995-1999*, retains the recognition given to such qualifications for the duration of his/her teaching career. However, it might be required from educators to renew their qualifications from time to time as part of their ongoing professional development and to comply with the requirements for career progression.

## 2. Recognition of Academic Qualifications

1. **An approved first academic qualification** (obtained before 1 January 2001) is a qualification –
  - that comprises a minimum of three years full-time academic study (or the equivalent thereof in terms of part-time/distance study – approximately 6 years);
  - that has been awarded by an institution which has been accredited for teacher education;
  - that satisfies the requirements of the university/technikon concerned; and
  - that comprises at least two academic year courses in an appropriate subject/field of study<sup>1</sup> and at least one academic year course in another appropriate subject/field of study that equip the holder of the qualification with the foundational and reflexive competence required to teach in a particular phase/subject/discipline/learning area.
2. **An approved first academic qualification** (obtained after 1 January 2001) is a qualification –
  - that comprises a minimum of 360 SAQA credits;
  - is registered by SAQA on NQF level 6 or above;
  - that has been awarded by an institution that is registered and accredited for teacher education;
  - of which both the providing institution and the learning programme comply with the requirements of the ETQA concerned;
  - that comprises approximately 36 credits on level 6 in an appropriate subject/field of study and approximately 36 credits on level 5 in another appropriate subject/field of study that provide the holder of the qualification with the required foundational and reflexive competence in order to gain access to a Post Graduate Certificate in Education that will qualify the learner as a professional educator in a particular phase/subject/discipline/learning area. (Also refer to the minimum specialist requirements for a PGCE in the *Norms and Standards for Educators*.)
3. **A partially approved first academic qualification** (obtained before 1 January 2001) is a qualification –
  - that comprises a minimum of three years full-time academic study (or the equivalent thereof in terms of part-time/distance study – approximately 6 years);
  - that has been awarded by an institution which has been accredited for teacher education;
  - that satisfies the requirements of the university/technikon concerned; and
  - that comprises at least two academic year courses in (an) appropriate subject(s)/field(s) of study that equip the holder of the qualification with the foundational and reflexive competence required to teach in a particular phase/subject/discipline/learning area.
4. **A partially approved first academic qualification** (obtained after 1 January 2001) is a qualification –
  - that comprises a minimum of 360 SAQA credits;
  - is registered by SAQA on NQF level 6 at least;
  - that has been awarded by an institution that is registered and accredited for teacher education;
  - of which both the providing institution and the learning programme comply with the requirements of the ETQA concerned;
  - that comprises approximately 36 credits on level 5 in an appropriate subject/field of study that provide the holder of the qualification with the required foundational and reflexive competence in order to teach in a particular phase/subject/discipline/learning area. (Refer to the minimum specialist requirements for the different phases in the *Norms and Standards for Educators*.)

## 3. Assigning Relative Education Qualification Values (REQVs) to qualifications that are recognised for employment in education

### 1. Definition of Relative Education Qualification Value (REQV)

$REQV (10 + n) = (n \times 120)$  SAQA credits,  $n = 1, 2, \dots, 7$

Eg  $REQV 13 = REQV (10 + 3) = (3 \times 120) = 360$  SAQA credits

### 2. Basic (first) qualifications

<i>Qualification</i>	<i>Credits</i>	<i>NQF level</i>	<i>REQV</i>
Certificate In Education	120	5	11
Diploma in Education	240	5	12
Bachelor of Education	480	6	14
Approved General First Degree	360/480	6/7	13/14
Partially approved degree	360/480	6/7	12/13

<sup>1</sup> See Appendix 3.



### 3. Advanced (further) additional qualifications

Additional REQVs are awarded to approved<sup>2</sup> additional qualifications obtained in appropriate fields of study<sup>3</sup> on the basis of one additional REQV for each additional 120 new SAQA credits<sup>4</sup> earned, provided that –

- a maximum of two additional REQVs (240 new SAQA credits) are recognised per NQF level;
- a professionally unqualified educator may only receive recognition to a maximum of REQV 15;
- a professionally qualified educator can receive additional REQV recognition to a maximum of REQV 17, but only if the educator is in possession of an approved qualification on level 8.

### 4. Recognition of other appropriate qualifications for employment in specific teaching posts

The criteria for the recognition of appropriate qualifications such as the current N3 to N6 Certificates and Diplomas, Apprenticeships, Passed Trade Tests, existing technikon qualifications, Certificates of Competency, other provider degrees, diplomas, certificates or licentiates obtained in the fields of Engineering, Business Studies, Art, Agriculture, Utility Services, Social Services, including Music, Dance, Ballet, Hotel and Catering, Nursing, Social Work, Educational Therapy and Educational Psychology will be retained.<sup>5</sup> The criteria will be reviewed as soon as new standards and qualifications have been developed and registered by the appropriate SGBs and NSBs.

### 4. New learning opportunities for educators with old teacher education certificates and diplomas

According to the *Norms and Standards for Educators, 2000*, old teacher education certificates, diplomas, higher diplomas and further diplomas will be phased out. There are, however, a large number of educators who are still in possession of such diplomas and certificates. Provision has been made for these educators to improve their existing qualifications via the new framework for professional qualifications for educators in schools (Refer qualifications framework).

1. Educators who are in possession of an old HDE together with an old FDE<sup>6</sup> (REQV 15) *plus* –
  - 1.1 a new level 7 120 credit B Ed (Honours): + 1 additional REQV (REQV 16);
  - 1.2 a new level 6 ACE or a new level 6 B Ed: no additional REQV level.
2. Educators who are in possession of an old HDE (REQV 14) *plus* –
  - 2.1 a new 120 credit level 6 ACE: + 1 additional REQV (REQV 15);
  - 2.2 a new 480 credit level 6 B Ed (at least 120 new credits should be earned): + 1 additional REQV (REQV 15);
  - 2.3 (2.1) or (2.2) *plus* a new 120 credit level 7 B Ed (Honours): + 1 additional REQV (REQV 16).
3. Educators who are in possession of an old three-year DE<sup>7</sup> together with an old FDE (REQV 14) *plus* –
  - 3.1 a new 120 credit level 6 ACE: + 1 additional REQV (REQV 15).
  - 3.2 a new 480 credit level 6 B Ed (at least 120 new credits should be earned): + 1 additional REQV (REQV 15).
  - 3.3 (3.1) or (3.2) *plus* a new 120 credit level 7 B Ed (Honours): + 1 additional REQV (REQV 16).
4. Educators who are in possession of an old three-year DE2 (REQV 13) *plus* –
  - 4.1 a new 120 credit level 6 ACE: + 1 additional REQV (REQV 14).
  - 4.2 a new 480 credit level 6 B Ed (at least 240 new credits should be earned): + 2 additional REQVs (REQV 15).
  - 4.3 (4.1) *plus* a new 120 level 7 B Ed (Honours): + 1 additional REQV (REQV 15) (It could be required of a student with an old 3-year DE and an ACE to do additional work in order to be admitted to the new B Ed (Honours).)
  - 4.4 (4.2) *plus* a new 120 credit level 7 B Ed (Honours): + 1 additional REQV (REQV 16).

2 Approved by the Department of Education for employment in public education.

3 Refer Appendix 3.

4 For first degrees obtained before 1 January 2001, 120 new SAQA credits are equated to 4 new degree year courses. In the case of post-graduate qualifications obtained before 1 January 2001, one additional REQV is awarded per qualification.

5 Refer sections 7, 8 and 9.

6 Including old one-year post-professional Teachers' Certificates and Diplomas in Specialised Education.

7 Including the old PTC + Std 10 + SEC + SED and PTC + DE (Upgrading).

5. Educators who are in possession of teacher education qualifications that are classified as REQV 12<sup>8</sup> or lower plus –
- 5.1 a new 480 credit level 6 B Ed degree: + 2 additional REQVs (REQV 14).
- 5.2<sup>9</sup> a new 240 credit level 5 National Professional Diploma in Education\* (at least 120 new credits should be earned):<sup>10</sup> REQV 13.
- 5.3 (5.1) *plus* a new 120 credit level 7 B Ed (Honours): + 1 additional REQV (REQV 15).
- 5.4 (5.2) *plus* a new 120 credit level 6 ACE: + 1 additional REQV (REQV 14).
- 5.5 (5.2) *plus* a new 480 credit level 6 B Ed (at least 240 new credits should be earned): + 2 additional REQVs (REQV 15).
- 5.6 (5.4) *plus* a new 120 credit level 7 B Ed (Honours): + 1 additional REQV (REQV 15). (It could be required of a student with an ACE to do additional work in order to be admitted to the new B Ed (Honours)).
- 5.7 (5.5) *plus* a new 120 credit level 7 B Ed (Honours): +1 additional REQV (REQV 16).

#### REQV Improvement for educators with qualifications on REQV 12 or lower

Qualifications	New credits earned	Accumulated credits	REQV
Std 8/10			10
<i>plus</i> Certificate in Education	+ 120	120	11
<i>plus</i> NPDE (part one)	+ 120	240	12
<i>plus</i> completed NPDE	+ 120	360	13
Std 8 + PTC		120	11
<i>plus</i> NPDE (part one)	+ 120	240	12
<i>plus</i> completed NPDE	+ 120	360	13
Std 10 + 2 yr qualification <sup>11</sup>	(RPL maximum of 120 credits)	240	13
<i>plus</i> completed NPDE	+120	360	13
NPDE		360	13
<i>plus</i> ACE	+ 120	480	14

#### 5. Professional Educators' Qualifications Framework

According to SAQA<sup>12</sup> a qualification is:

*a planned combination of learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning.*

Also,

*a qualification may be achieved in whole or in part through the recognition of prior learning, which concept includes but is not limited to learning outcomes achieved through formal, informal and non-formal learning and work experience.*

The following framework of qualifications, together with the seven roles and their associated applied competences allows providers, through the Standards Generating Body for Educators in Schooling, to develop qualifications and programmes that are designed for specific purposes and contexts, but within an overall regulatory framework promoting national standards. It will also be used by the Department of Education to recognise and evaluate qualifications for employment in education.

Qualifications for educators for schooling will be qualifications based on exit level outcomes and associated assessment criteria or qualifications based on unit standards.

8 For example, Std 8/10 + PTC, Std 10 + JSTC, PTC + SEC, PTC + Post Professional Certificate, PTC + Part completed DE (Upgrading).

9 Refer table below.

\* The new 240 credit level 5 National Professional Diploma in Education, with at least 72 credits on level 5, is an interim qualification with the aim to provide existing under-qualified educators an alternative access route into the new qualifications framework in the *Norms and Standards for Educators*. It should accredit these educators with foundational and academic competence and equip them for further study at level 6. The NPDE could be designed and delivered in a flexible manner through units of learning, unit standards, workplace experience, RPL to a maximum of 120 credits, INSET programmes or learnerships. It should have a specific classroom focus and all 7 roles should be covered, but to a lesser extent than for a 480 credit B Ed. It should, however, have strong articulation with the lower levels of the B Ed and could serve as an entry or exit point of the B Ed at the first 240 credits level. The life span of the NPDE, with a specific purpose of certifying under-qualified educators as fully qualified professionals, will be 5 years.

Educators with old teacher education certificates or diplomas may also opt to offer academic first or post-graduate degrees in appropriate fields of study. Additional REQV recognition for such additional qualifications will be accorded in accordance with Section 3.

10 Educators on REQV 10 will first have to complete the 120 credit Certificate in Education and thereafter the 240 credit NPDE in order to be classified as REQV 13.

11 Std 10 + PTC, Std 10 + JSTC, PTC + SEC, PTC + Post Professional Certificate, PTC + Part completed DE (Upgrading).

12 SAQA Regulations, *Government Gazette* No. 6140, 28 March 1998, sections 8(1)(a), (h).

Qualifications for educators in the Schooling sub-field of Field 05 will be entitled by two categories: Type and *Specialisation*.

*Type* is the name of the qualification that indicates level and credits on the NQF. The list of qualification types and their aims is shown on the next page.

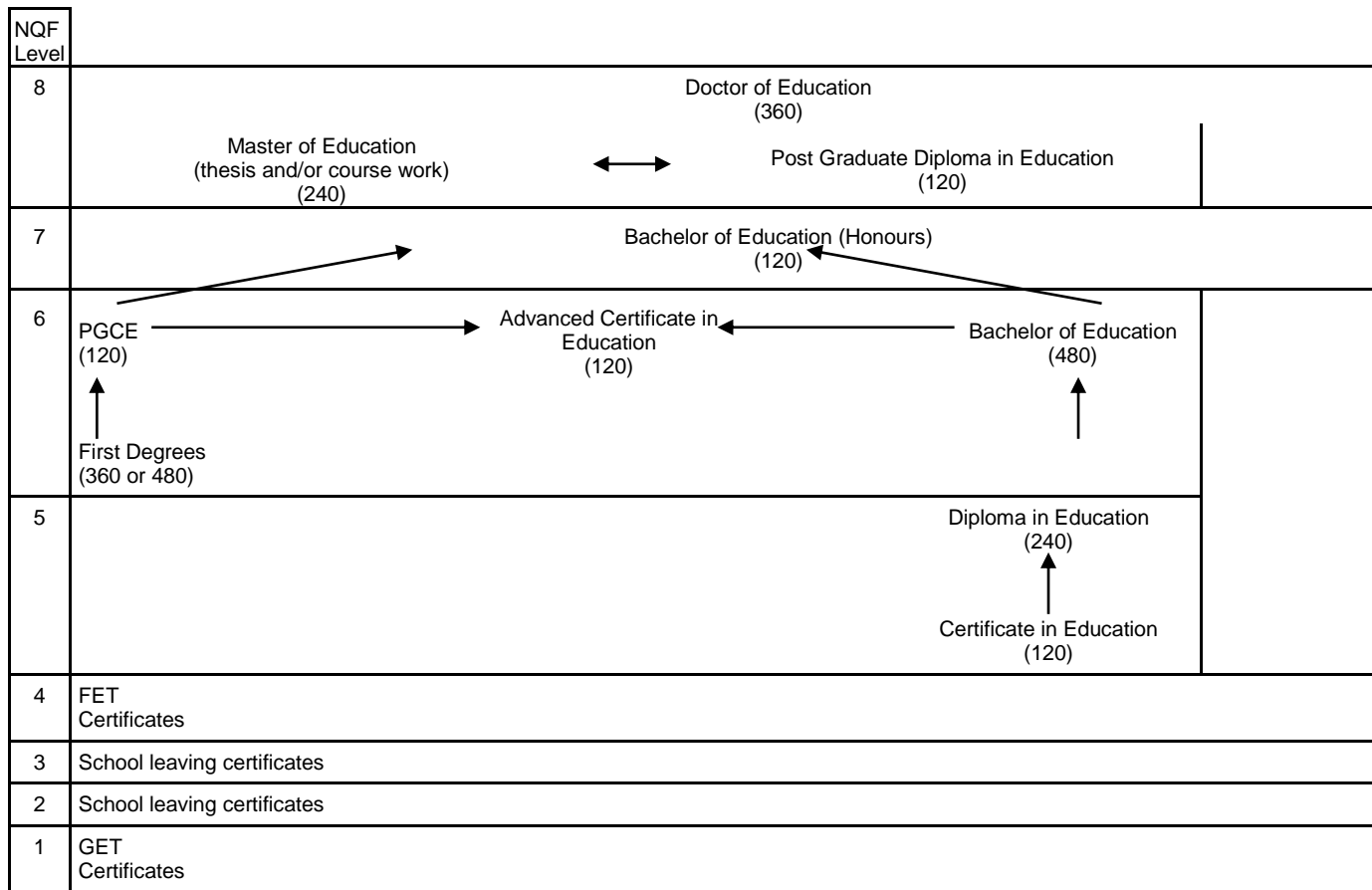
*Specialisation* is a phrase in brackets after the qualification type, for example, Diploma in Education (Senior Phase: Human and Social Sciences). It indicates the particular purpose of the qualification and could include a phase specialisation (such as Foundation Phase), a subject/learning area specialisation (e.g. Further Education: Mathematics), a specialisation in a particular role (e.g. Education Management), or a professional or occupational practice (e.g. Curriculum Studies). There is no predetermined set of purposes/specialisations.

The qualifications described here may need to be amended in the light of new academic policy on higher education.

	<b>Aim of qualification</b>	<b>Total credits</b>	<b>Level</b>
Certificate in Education	To develop introductory practical and foundational competence, and some degree of reflexive competence. To provide an entry or exit point before the completion of the Diploma in Education.	120	5
Diploma in Education	To accredit a learner with introductory practical, foundational and reflexive competence. To provide an entry and exit point before the completion of the Bachelor of Education degree.	240	5
First Bachelor's Degrees	To accredit a general formative qualification with one or more subject/learning area specialisations in order to provide access to a PGCE as a 'capping' qualification,	360/480	6
Post-Graduate Certificate in Education	To accredit a generalist educator's qualification that 'caps' an undergraduate qualification. As an access requirement candidates are required to have appropriate prior learning which leads to general foundational and reflexive competence. The qualification focuses mainly on developing practical competence reflexively grounded in educational theory.	120	6
Bachelor of Education	To accredit an initial qualification for educators in schools. The learner will have strong practical and foundational competence with the reflexive competence to make judgments in a wide context. The qualification is intended for candidates seeking a focused teaching degree with strong subject and educational theory competence.	480	6
Advanced Certificate in Education	To accredit further specialised subject/learning area/discipline/phase competence, or a new subject specialisation, or a specialisation in one or more of the roles as an advanced study intended to 'cap' an initial or general teaching qualification. Through this qualification learners will be prepared to embark on a course of study at NQF level 7. It must, therefore, include appropriate demands in terms of rigour.	120	6
Bachelor of Education (Honours)	To accredit the advanced and specialised academic, professional or occupational study of an aspect of education. It is designed to build the competence of expert educators and curriculum specialists, system managers, or educational researchers. Through this qualification learners will be prepared to embark on a course of study leading to an M Ed at NQF level 8. Although the B Ed (Honours) must include some specialisation and a focus on research, the nature of these will vary depending on whether an academic, professional or occupational focus is chosen.	120	7
Post Graduate Diploma in Education	To accredit advanced and specialised occupational, academic and professional study. This qualification can accredit the coursework component of a Masters degree or provide an entry or exit point before the completion of a Masters' degree.	120	8
Master of Education	To accredit the advanced and specialised academic or professional study of an aspect of education with emphasis on research. The degree may be taken by thesis or by a combination of thesis and coursework.	240	8
Doctor of Education	To accredit the highly advanced and specialised academic or professional study of an aspect of education in which the learner demonstrates capacity for sustained, original research.	360	8

The various qualification types are shown in the following diagram;

**1. Qualifications for Educators in Schooling<sup>13</sup>**



**2. Minimum Specialist Requirements for Basic Teaching Qualifications**

There is no longer a list of prescribed teaching subjects for professional educator qualifications. Learners and providers are advised, however, that the design of programmes and qualifications, including subject choices, must lead to the competence to teach learning programmes, learning areas, subjects or foci in the school curriculum.

The considerable importance of the specialist role should be reflected in the apportionment of credits. For each basic qualification, there is a minimum number of SAQA credits dedicated to the specialist role:

- DE                    96 credits
- B Ed                240 credits
- PGCE              20 credits

The precise specialist requirements for the initial teaching qualifications leading to qualified educator status are as follows:

**Foundation Phase (Grade R to Grade 3)**

- A study of the 3 learning programmes as prescribed by the national curriculum. These must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- Expertise in the development of early literacy, particularly reading competence.
- Expertise in the development of early numeracy.
- Expertise in the development of life-skills.
- The above specialist requirements should carry the following credits:

- DE                    72 credits at NQF 5 or higher, 24 credits at NQF 4 or higher.
- B Ed                96 credits at NQF 6, 108 credits at NQF 5 or higher.
- PGCE              20 credits at NQF 6.

<sup>13</sup> Please note that the number of credits indicated in brackets after each qualification are minimum credits, of which a minimum of 72 should be at or above the level at which the qualification is registered.

**Intermediate Phase (Grade 4 to Grade 6)**

- A study of the 5 learning programmes as prescribed by the national curriculum. These must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- Expertise in the development of reading competence, particularly reading comprehension.
- Expertise in the development of numeracy.
- Expertise in the development of life-skills.
- The above specialist requirements should carry the following credits:

DE	72 credits at NQF 5 or higher, 24 credits at NQF 4 or higher.
B Ed	96 credits at NQF 6, 108 credits at NQF 5 or higher.
PGCE	20 credits at NQF 6.

**Senior Phase (Grade 7 to Grade 9)**

- A study of at least two subjects which meet the requirements of the learning area specialisations as prescribed by the national curriculum.
- The studies must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- The above specialist requirements should carry the following credits:

DE	72 credits at NQF 5 or higher.
B Ed	96 credits at NQF 6, 84 credits at NQF 5 or higher.
PGCE	20 credits at NQF 6.

In addition

- A study of **one** out of the learning areas of:
  - Mathematical Literacy, Mathematics and Mathematical Sciences
  - Natural Sciences
  - Technology

This study must be in a learning area not taken elsewhere in the curriculum.

It should carry at least 24 credits at NQF level 4 or higher for all qualifications except the PGCE where it may be recognised as prior learning.

**Further Education (Grade 10 to Grade 12)**

- A study of one or more subjects or specialisations suitable for the phase.
- The study must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- The above specialist requirements should carry the following credits:

DE	36 credits at NQF 6, 60 credits at NQF 5 or higher.
B Ed	96 credits at NQF 6, 108 credits at NQF 5 or higher.
PGCE	20 credits at NQF 6.

**6. Evaluation of Foreign Qualifications for Employment in Education****1. General**

1. Applications for the evaluation of foreign qualifications should be submitted to one of the provincial departments of education, who will in turn, submit it to the Evaluation Committee at the national department of education.
2. Each foreign qualification should be accompanied by the following official information:
  - Certified copy of the qualification certificate;
  - Official transcript of the qualification, indicating the different subjects/fields of study passed, as well as the number of hours of study and practice for each of the subjects/fields of study/units of learning;
  - Official statement from the educational authority in the country of origin as to whether the particular qualification is recognised for employment in education in that country, and for which phase of schooling;
  - Geographic location, postal, fax and e-mail contact information of the foreign institution concerned.
3. Foreign qualifications are always evaluated in accordance with the most recent policy on *Norms and Standards for Educators*. Subject to the information available, the evaluator will attempt to match the qualification as closely as possible with a similar qualification on the South African qualifications

framework for educators. Shortcomings, if any, will be indicated, as well as suggested ways of improving the qualification in order to get full recognition.

4. The Evaluation Committee only evaluates qualifications for employment in public education. Holders of foreign qualifications who do not wish to seek employment in education, but, for example, wish to enroll for further study should submit their qualifications directly to the institution concerned.

## **2. Professional qualifications**

1. Only professional qualifications that are recognised as such in the country of origin will be considered for recognition for employment in public education in South Africa.
2. The learning programme should have at least covered the minimum specialist requirements for the particular phase of schooling concerned as described in the *Norms and Standards for Educators*.
3. Holders of foreign professional teaching qualifications should be appointed on probation for at least one year before being considered for permanent appointment. During the probation year, they should also complete an in-service programme on outcomes-based education and the new school curriculum.

## **3. Academic qualifications**

1. Academic and other appropriate vocational foreign qualifications will be evaluated in accordance with the minimum requirements for such qualifications (Refer Section 2).

## **7. Recognition of appropriate qualifications for permanent appointment in specific educator posts**

*(For lecturers at technical colleges refer Section 8)*

### **1. List of posts in which professionally unqualified persons could be appointed permanently should they hold appropriate qualifications for such posts**

- Posts for Technical Subjects, including Hair Care
- Posts for Technical Drawing
- Posts for Instrumental Music
- Posts for Practical Ballet, National Greek Dances, History of Ballet and Anatomy
- Posts for training in the Hotel and Catering Industry
- Accompanist posts for Ballet
- Posts for Speech and Drama
- Posts for the teaching of Nursing at Schools for Special Education and Schools for Specialised Education
- Librarian posts at colleges and departmental head office libraries
- Posts for school Social Workers
- Posts for Education Psychologists and Therapists
- Educator posts at non-education institutions

### **The incumbent of a post as listed in paragraph 1 usually possesses**

- qualifications which do not comply with the criteria for approved degrees and/or general teaching diplomas;
- skills and knowledge which have been acquired also through practical training or by experience; and
- basic training which is often not offered by teacher education providers.

### **2. Appropriate qualifications for employment in posts as listed in paragraph 1**

#### **2.1 Appropriate degree**

An appropriate degree is a degree

- which is recognised for a specified post as listed in paragraph 1 and specially qualifies a person for the particular post; and
- which has been approved for such purpose.

#### **2.2 Appropriate diplomas/certificates**

Only diplomas/certificates appropriate to a specific post as listed in paragraph 1 are recognised for purposes of employment in a post as listed in paragraph 1. When evaluating such a diploma/certificate the applicable subject will be stated clearly.

**2.3 Recognition of further appropriate diplomas/certificates**

A further appropriate diploma/certificate (obtained after a first appropriate diploma/certificate) is recognised for REQV purposes only if it entails advanced study following the first appropriate diploma/certificate which has been recognised for a specific post as listed in paragraph 1.

Where two or more appropriate diplomas/certificates on the same horizontal level are submitted for the same post as listed in paragraph 1, only one diploma/certificate will be recognised.

A maximum of two approved diplomas/certificates on the same horizontal level (and one professional qualification) will be recognised for a post as listed in paragraph 1, provided that they do not overlap by more than 50% and the second diploma is taken in an appropriate but different field of study to the first diploma.

In the case of a second N diploma, six new courses must be included of which at least two should be at N5 level and at least two at N6 level.

Where two or more similar appropriate diplomas/certificates are offered, the one with the highest REQV classification will be recognised.

Every additional appropriate diploma/certificate will be recognised for a higher REQV level if it requires at least the equivalent of one academic year of full-time study or 120 new credits.

**2.4 Recognition of partially completed degrees and completed degrees for incumbents of posts as listed in paragraph 1**

Recognition is granted in accordance with Section 3.

**3. General principles for the evaluation of qualifications for appointment to posts as listed in paragraph 1**

- 3.1. Appropriate or approved qualifications that have been approved are recognised for posts as listed in paragraph 1.
- 3.2. When more than one qualification is evaluated, the qualification which affords the holder the highest REQV classification is taken as the starting point for evaluation purposes. The order in which qualifications have been obtained therefore makes no difference.
- 3.3. Recognition of qualifications for a post as listed in paragraph 1 is restricted to such a post for which qualifications have been recognised, provided that a candidate may also receive recognition of qualifications for a second specialisation or for general teaching.
- 3.4. A permanent incumbent of a post as listed in paragraph 1, whose qualifications are appropriate to another post as listed in paragraph 1, may be transferred in a permanent capacity to the other specialist post with retention of his REQV classification.
- 3.5. A permanent incumbent of a post as listed in paragraph 1 who does not qualify for permanent appointment in an ordinary or any other post as listed in paragraph 1 may be employed in such a post on a temporary basis with retention of his classification, provided that such person can be so employed for longer than one year only with the personal approval of a Head of Education.
- 3.6. A professionally qualified teacher who has been appointed to a general teaching post and who also holds qualifications that are applicable to a post as listed in paragraph 1 but who has never been appointed to such a post, receives REQV recognition for these qualifications.

**4. Requirements for the recognition and the evaluation of qualifications for employment in posts as listed in paragraph 1****4.1 Posts for teachers of technical subjects**

A three-subject National Technical Certificate III (N3), must include Trade Theory/Technology as a subject, plus a completed apprenticeship or a pass in a trade test plus two years' appropriate trade experience;\*

OR

an equivalent qualification plus a completed apprenticeship or a pass in a trade test plus two years' appropriate trade experience. Trade Theory/Technology on the N3 level should form part of the completed trade training;\*

OR

an approved degree for technical education; or a National Certificate (or Diploma) for Technicians or a National N Diploma or a National Diploma (Engineering) or a National Higher diploma which includes training in an appropriate technical subject;

OR

another appropriate approved qualification.

#### 4.2 Posts for teachers of Electronics

A three-subject National Technical Certificate III (N3) which must include Electronics as a subject, plus two years' appropriate trade experience;\*

OR

an equivalent qualification plus two years' appropriate trade experience.\*

\* Persons in possession of this qualification may be appointed permanently to posts for the teaching of technical subjects or electronics and be remunerated according to an REQV 13(s) salary range.

A head of education may, in special cases and at his own discretion, appoint a person whose only qualifications are a completed apprenticeship or pass in a trade test, plus two years' appropriate trade experience, in a permanent or temporary capacity, and remunerate them according to an REQV 12(s) salary range.

#### 4.3 Evaluation of technical qualifications

1. An apprenticeship + National Technical Diploma: REQV 13
2. National N Diploma: REQV 13
3. National Certificate for Technicians: REQV 13
4. National Diploma (Engineering): REQV 13
5. National Diploma for Technicians: REQV 14
6. National Higher Diploma: REQV 14
7. National Diploma in Technology/Masters' Diploma: REQV 15

#### 4.4 Evaluation of technical qualifications together with completed approved degrees, partially approved degrees, partially completed degrees and diplomas in education

A technical qualification evaluated as REQV 13 for appointment to a post as listed in paragraph 1 (see paragraph 4.3 (1), (2), (3) and (4) above) together with –

1. an approved degree (which complies with paragraph 1.14.1): REQV15.
2. an approved partially completed degree: REQV 14.
3. A partially approved degree: REQV 14.
4. (1) above + National Teachers' Diploma (Workshop) or HDE (Technical): REQV 16
5. (2) above + NTD (Workshop) or HDE (Technical): REQV 15
6. (3) above + NTD (Workshop) or HDE (Technical): REQV 16

A Technical qualification evaluated as REQV 14 for appointment to a post as listed in paragraph 1 (See paragraph 4.3 (5) and (6) above) together with –

1. an approved degree: REQV 15 (to be classified as REQV 16 a teacher must be professionally qualified).
2. an approved partially completed degree: REQV 15
3. a partially approved degree: REQV 15
4. (1) above + NTD (Workshop) or HDE (Technical) or HDE: REQV 16 (a Masters' degree is required to be classified in as REQV 17)
5. (2) above + NTD (Workshop) or HDE (Technical): REQV 15 (an approved degree is required to be classified in as REQV 16).
6. (3) above + NTD (Workshop or HDE (Technical): REQV 15 (an approved degree is required to be classified in REQV 16).

A Technical qualification with an REQV 15 for appointment to a post as listed in paragraph 10.1 (see paragraph 5(7) above) together with –

1. an approved degree: REQV 15 (to be classified in REQV 16 a teacher must be professionally qualified).
2. an approved partially completed degree: REQV 15 (not professionally qualified).
3. a recognised degree: REQV 15 (not professionally qualified).
4. (1) above + NTD (Workshop) or HDE (Technical): REQV 16 (not in possession of a Masters' degree).
5. (2) above + NTD (Workshop) or HDE (Technical): REQV 15 (not in possession of an approved degree).
6. (3) above + NTD (Workshop) or HDE (Technical): REQV 15 (not in possession of an approved degree).



A three-subject National Technical Certificate III (N3), which must include Trade Theory/Technology as a subject, plus a completed apprenticeship or a pass in a trade test plus two years appropriate trade experience together with –

1. N4 or N5 + NTD (Workshop): REQV 13
2. 4T1 and 4T2 subjects + NTD (Workshop): REQV 13
3. an approved degree: REQV 14
4. an approved partially completed degree: REQV 12 (may be remunerated according to an REQV 13(s) salary range).
5. (1) above + an approved partially completed degree: REQV 14
6. (1) above + recognised degree: REQV 15
7. (3) above + NTD (Workshop) or HDE (Technical) or HDE: REQV 15

#### 4.5 Post for teachers of Technical Drawing

A National Diploma for Technicians (Draughtsmanship) or a National Technical Diploma or equivalent qualification with Draughtsmanship or a similar subject, eg Machine Design, Building Construction, Electrical Designing, Structural Designing at T2 level at least, plus two years appropriate experience;

OR

an approved degree for technical education which includes Technical Drawing;

OR

a qualification approved for this purpose.

#### 4.6 Posts for teachers of Instrumental Music

An appropriate approved qualification in Music (for the instrument(s) in which tuition is given).

**NB** Qualifications are recognised only if practical training in an instrument is included (with the exception of post-graduate degrees.)

#### 4.7 Recognition of music qualifications

1. Not more than one teacher's licentiate/diploma in Music in the same instrument shall be recognised for the same person.

(NB: A teacher's licentiate does not qualify a person as professional.)

2. A second teacher's licentiate in another instrument may be recognised.
3. Only one performer's licentiate (in the same instrument recognised for (1) or (2) above) or a ULCM may be recognised in addition to the licentiates in (1) and (2) above.
4. Teachers' licentiates referred to in (1) and (2) above may not be offered in the following pairs of instruments:

Flute and Piccolo	Violin and Viola
Flute and Recorder	Cello and Double Bass
Recorder and Piccolo	Piano and Harpsichord
Two different recorders	Piano and Clavichord
Above and Cor Anglais	Clavichord and Harpsichord
Clarinet and Bass Clarinet	Any two brass wind-instruments controlled by pistons.
Bassoon and Double Bassoon	

5. For a post as accompanist of ballet a UPLM (Piano) without a teachers' licentiate or a UALM (University Accompanist Licentiate in Music) may be accepted. Only one of these licentiates will be recognised for the same person.

An Accompanist's Licentiate is recognised for posts of accompanists only.

6. Overlapping

When a qualification in Instrumental Music is offered at the same level as a qualification in Instrumental Music already recognised, this is regarded as overlapping. This means that –

- a. all teachers; licentiates/diplomas in Music, irrespective of the duration of training, which are offered at the same level and for the same instrument, overlap unless a teacher's licentiate/diploma in Music is the entrance requirement for a subsequent teacher's licentiate/diploma in Music, or is offered in another instrument. However, a performer's licentiate is always offered at a higher performer's level than a teacher's licentiate/diploma in Music;

**NB** A performer's licentiate will only be recognised provided that the candidate is in possession of a teacher's licentiate.

- b. a teacher's licentiate/diploma in Music always overlaps courses in instruments taken for a B degree;

If the second instrument has not been offered on main instrument level, it does not overlap with a teacher's licentiate/diploma. This excludes the Performer's Licentiate in instruments taken for the B.degree;

- c. a Licentiate in School Music (Class Music) is not recognised for appointment to a post as listed in paragraph 1 for teachers of Instrumental Music, if a candidate is already in possession of a teacher's licentiate in an instrument.

#### 4.8 Evaluation of Diplomas and Licentiates in Music\*\*

<i>Qualifications</i>	<i>Evaluation</i>
(a) UPLM** (Unisa)	REQV 13
(b) UALM*** (Unisa)	REQV 13
(c) ULCO (Unisa)	REQV 13
(d) ULCO (Organ) (Unisa)	REQV 13

**NB**

The above-mentioned qualifications obtained before 1990 are evaluated as REQV 12  
 (e) UTLM (Unisa) REQV 13

- NB** i. The UTLM is evaluated as REQV 13 instead of REQV 12, with effect from 1 January 1990, if obtained as from the following dates.

Piano: as from 1981  
 Recorder, Clarinet, Organ, Flute, Guitar, Hobo, French Horn: as from 1987  
 Singing: as from 1988  
 Other wood wind-instruments: as from 1989  
 Other brass wind-instruments: as from 1989  
 All other instruments: as from 1990

- ii. That persons in possession of a UTLM (Unisa) obtained before the above mentioned dates, will not be evaluated as REQV 13 following the passing of the method examination.

(f) Education Diploma in Music (OFS)	REQV 13
(g) Teacher's Licentiate in Music (OFS)	REQV 13
(h) Diploma for Church Organists (PUC)	REQV 13
(i) Lower University Diploma in Music Performance (PUC) 1 year after 'm'	None
(j) Licentiate Diploma in Music (Rhodes)	REQV 13
(k) TDMS (Stellenbosch)	REQV 13
(l) PDMS (Stellenbosch)	+ 1 level
(m) Diploma for Church Organist Stellenbosch	REQV 12
(n) Higher Diploma for Church Organist Stellenbosch	+1 level
(o) Diploma in Musical Education (Rhodes)	REQV 13
(p) Diploma in Music (Education) (UP)	REQV 13
(q) Diploma in Church Music (UP)	REQV 13
(r) Diploma in Music (Church Music) (UP)	REQV 13
(s) Diploma in Music (Performing Arts) (UP)	None
(t) Teacher's Licentiate in Music (UP)	REQV 13
(u) Teacher's Licentiate Diploma in Music (offered from 1976)	REQV 13
(v) Teacher's Diploma in Opera (UCT)	REQV 13
(w) Diploma in Orchestral Playing (UCT)	REQV 13
(x) Performer's Diploma in Music (UCT)	REQV 13
(y) Performer's Diploma in Opera (UCT)	REQV 13
(z) Diploma In Music Education (UPE)	REQV 13

#### 4.9 Appointment of performers of instruments in approved symphony orchestras

Performers of instruments in approved symphony orchestras may be appointed as teachers in a post as listed in paragraph 10.1 for Instrumental Music in accordance with the following categories of REQV levels:

Tutti-player or lower position:	REQV 13(s)*
B-Principal Performer:	REQV 14 (s)*
A-Principal Performer or leader:	REQV 15 (s)*

\*(s) indicates that these persons receive a personal salary.

Performers who are not members of one of the approved orchestras, may be tested by one of these orchestras and submit a statement indicating within which of the three REQV categories they fall.

(Approved orchestras: National Symphony Orchestra, Cape Town Municipal Orchestra, Durban Municipal Orchestra, PACT Orchestra, OFS Symphony Orchestra and CAPAB Orchestra)

\* These qualifications are recognised only if practical training in an instrument is included.

\*\* Recognised only if the holder also has a teacher's licentiate

\*\*\* Recognised for posts of accompanist only.

#### 4.10 Posts for teachers of Practical Ballet, National and Greek Dancing, History of Ballet and Anatomy

An appropriate approved qualification.

#### 4.11 Recognition of ballet qualifications

- The highest qualification obtained in accordance with the scale below is accepted for evaluation purposes
- Teachers receive recognition for qualifications awarded by the Royal Academy of Dancing OR the Imperial Society of Teachers of Dancing OR the University of Cape Town OR the South African Dancing Teachers' Association and the Spanish Dance Society in accordance with the following scale:

1 <sup>st</sup> or 2 <sup>nd</sup> Qualification	2 <sup>nd</sup> or 1 <sup>st</sup> Qualification	Total Evaluation
REQV 11-12-13-14-15	REQV 11	REQV 12-13-14-15-15
REQV 11-12-13-14-15	REQV 12	REQV 13-13-14-15-15
REQV 11-12-13-14-15	REQV 13	REQV 14-14-15-15-15
REQV 11-12-13-14-15	REQV 14	REQV 15-15-15-15-15

#### 4.12 Evaluation of qualifications

REQV

##### 1. University of Cape Town

- |                                       |    |
|---------------------------------------|----|
| (a) Teachers' Diploma in Ballet       | 13 |
| (b) Teachers' Certificate in Ballet   | 13 |
| (c) Performer's Diploma in Ballet     | 13 |
| (d) Performer's Certificate in Ballet | 13 |

##### 2. Royal Academy of Dancing

- |   |    |
|---|----|
| (a) Student Teacher's Certificate   | 12 |
| (b) Elementary Teacher's Certificate or Teacher's Certificate plus Intermediate Executant/Advanced Executant (January 1988) | 13 |
| (c) Intermediate Teacher's Certificate  | 14 |
| (d) Advanced Teacher's Certificate or   | 15 |
| Advanced Teacher's Certificate in the Teaching of Children or Major Students (January 1988)                                 | 15 |
| (e) Intermediate Executant  | 11 |
| (f) Advanced Executant  | 12 |
| (g) Solo Seal plus a recognised teacher's qualification in Ballet*  | 11 |
| (h) Licentiate of the Royal Academy of Dancing  | 13 |
| (i) Teaching Certificate<br>(This Certificate replaced the Elementary Teacher's Certificate)                                | 12 |
| (j) Teaching Diploma  | 14 |
| (k) Advanced Teaching Diploma<br>(This exam replaced the Advanced Teacher's Certificate)                                    | 15 |
| ((i) – (k): with effect from 1 January 1988)  |    |

##### 3. Imperial Society of Dancing

(Formerly known as Imperial Society of Teachers of Dancing)

- |   |    |
|---|----|
| (a) Associate Teacher's Certificate             | 13 |
| (b) Licentiate Teacher's Certificate            | 14 |
| (c) Fellowship Teacher's Certificate            | 15 |
| (d) Intermediate Certificate (Part A or Part B) | 11 |
| (e) Advanced Certificate (Part A or Part B)     | 12 |
| (f) Final Diploma (Teacher's A and B)           | 13 |

OR

- |   |    |
|---|----|
| Final Diploma (Performer's) (plus a recognised teacher's qualification in ballet) | 13 |
|---|----|

4. <i>Cecchetti Society of Southern Africa</i> (With effect from 1 January 2000)	REQV
(a) Associate Certificate	12
(b) Associate Diploma	13
(c) Licentiate Certificate	14
(d) Licentiate Diploma	15
(e) Fellowship (Educators must be professionally qualified for classification in REQV 16)	15
5. <i>South African Dance Teachers' Association</i> Advanced	11
6. <i>Pretoria Technikon</i> National Diploma in Performing Arts (Teacher of Ballet)	13
7. <i>The Spanish Dance Society</i>	
(a) Primer Año Estudiante (Elementary Exam) Plus Profesor de Baile (Elementary Teachers')	11
(b) Segundo Año Estudiante (Intermediate Exam) Plus Profesor de Baile (Elementary Teachers')	12
(c) Tercer Año Estudiante (Advanced Exam) Plus Profesor de Baile (Elementary Teachers')	13
(d) Primer Año Estudiante (Elementary Exam) Plus Profesor de Baile (Elementary Teachers')	12
(e) Segundo Año Estudiante (Advanced Exam) Plus Instructor de Baile (Intermediate Teachers')	13
(f) Tercer Año Estudiante (Advanced Teachers') Plus Instructor de Baile (Intermediate Teachers')	14
(g) Tercer Año Estudiante (Advanced Exam) Plus Instructor de Baile (Intermediate Teachers') Plus Maestro de Baile (Advanced Teachers')	15
<b>4.13 Post for training in the Hotel and Catering Industry</b> The South African National Diploma in Hotel Management or an equivalent qualification.	
<b>4.14 Posts for the instruction of Nursing at Special Schools and Schools for Special Education</b> <b>NB:</b> Registration as a Nurse with the South African Nursing Council is a pre-requisite. Not more than two of these diplomas may be recognised for the same person.	
<b>4.15 The evaluation of nursing qualifications</b>	
1. Diploma in General Nursing: REQV 13	
2. Diploma in General Nursing and Psychiatry: + 1 level	
3. Diploma in General Nursing and Midwifery: + 1 level	
4. Diploma in Midwifery: + 1 level	
5. Diploma in Orthopaedic Nursing: + 1 level	
6. Diploma in Paediatric Nursing: + 1 level	
7. Diploma in Clinical Care, Administration and Teaching: + 1 level.	
8. Diploma in General Nursing Instructor: + 1 level	
9. Diploma in Public Health Nursing: + 1 level	
10. Diploma in Intensive Nursing: + 1 level	
11. Diploma in Operating-theatre Technique: + 1 level	
12. Diploma in Ophthalmic Nursing: + 1 level	
13. Diploma in Nursing Administration: +1 level	
<b>4.16 Posts of Librarians at college libraries and departmental head office libraries.</b> (An appropriate approved qualification.) OR (A Bachelor's degree plus a Higher Diploma in Library Science (as from January 1988))	

**4.17 Posts for School Social Workers.**

Registration as a Social Worker with the South African Council for Social Work

One of the following:

- Four-year BA (Social Work) degree
- Three-year BA (Social Work) degree
- Three-year Diploma in Social Work
- Four-year Diploma in Social Work

**4.18 Posts for Education Psychologist and Therapists**

Registration as a psychologist/therapist with the South African Medical and Dental Council.

An appropriate approved qualification classified as REQV 13 or higher.

**4.19 Posts for the teaching of Speech and Drama/Dramatic Art**

An appropriate qualification classified as REQV 13 or higher.

**4.20 Educator posts at non education institutions**

An appropriate qualification with an REQV 13 or higher.

**8. Evaluation of qualifications for employment in teaching posts at technical colleges/Further Education and Training institutions****1. Comments**

- An incumbent of a teaching post at a technical college must possess appropriate qualifications, which have been approved for employment in a teaching post at technical colleges.
- Appropriate fields of study/subjects offered for recognised academic or vocational qualifications for employment at technical colleges may be selected from both Appendices 1 and 3.

**2. The recognition of approved diplomas or certificates**

2.1 No more than two appropriate diploma/certificates (diplomas in education excluded) on the same horizontal level will be recognised. The two approved diplomas/certificates are recognised provided that the overlapping is not more than 50% and the second diploma was offered in another suitable field of study.

In the case of a second N diploma, six new instructional offerings must be included of which at least two must be on N5 level and at least two on N6 level.

2.2 In the case where two approved diplomas are a continuation of each other, and the previous diploma is an admission requirement for the subsequent diploma, the two diplomas will be evaluated together as one diploma, and the REQV allocated to the highest diploma is recognised.

Example: A National Diploma and a National Higher Diploma will be regarded as one diploma for evaluation purposes.

2.3 A maximum of three diplomas will be recognised provided that one of them is a diploma in education.

**3. The recognition of diplomas in educator posts**

3.1 Only one of the diplomas in education indicated in paragraph 6.2 (excluding Further Diplomas in Education) is recognised.

- In addition to the general diplomas in education that are approved for general education as well as for post-school education, including the Higher Diploma in Education (Technical) and the National Diploma in Education (Technical), the following diplomas are approved for specific utilization in education at technical colleges:
- National Higher Diploma: Post-school education
- Postgraduate Diploma in Tertiary Education (University of South Africa).

3.2 Only one Further Diploma in Education (FDE), which does not overlap with other qualifications that have already been recognised for, will be recognised. (NB: FDE's in the fields of study Technika Mechanical, Technika Electrical, Technika Electronic and Technika Civil (obtained after 1 January 1995 will not be considered for REQV improvement).

3.3 Minimum requirements for one year diplomas in education (National Higher Diploma: Post school Education and Postgraduate Diploma in Tertiary Education).

**3.3.1 Admission requirements****3.3.1.1 National Higher Diploma: Post-school education**

At least a Senior Certificate (school education or vocational education) or an equivalent qualification, eg a National Technical Certificate III, plus the two required languages (see paragraph 1.16 of the Criteria) at a Senior Certificate level, with the proviso that provisional admission can be granted to immigrants who have resided for

fewer than four years in the Republic of South Africa and who do not yet comply with the language requirements.

For the National Higher Diploma: Post-school Education, Sake-Afrikaans and Business English on Senior Certificate level may replace the two required languages, provided that a minimum pass mark of 50% is attained in the instruction language and 40% is attained in the second required language.

AND

approved qualifications evaluated as REQV 13 (eg a National Technical Diploma or a National N Diploma);

OR

an approved degree.

3.3.1.2 Postgraduate Diploma in Tertiary Education

A Bachelor's degree

3.3.2 Science of Teaching

Five modules, of which at least one module in each of the following is offered:

Empirical Andragogics

Didactics

Educational Management

Media Science.

**NB** The fifth module is elective and Research Methodology could, for example, be included here.

3.3.3 A Course in Computer Literacy

3.3.4.1 Subject didactics for the National Diploma: Post-school education.

At least one subject methodology in a field of study as offered at technical colleges<sup>14</sup> is required.

a. Where a candidate possesses an approved degree, the methodology that is envisaged for offering at technical colleges must be in a subject offered in the degree at least at second year level.

b. Where a candidate possesses an approved technical college and/or technikon qualification, the methodology that is envisaged for offering at technical colleges must be in a suitable subject at N6 or T3 level or their equivalent. For a methodology course in Technical Drawing, Machine Design, Building Construction, Electrical Design, Structural Design, Technical Drawing or another appropriate drawing-related subject must be taken at T2 or N4 level.

3.3.4.2 Subject didactics for the Postgraduate Diploma in Tertiary Education.

The methodology must be in a subject offered in the academic qualification at least at second year level.

3.3.5 The duration of the prescribed practical education must be a minimum of six weeks.

3.3.6 Language endorsement on diplomas in education.

3.3.6.1 The competence of the student who wants to enter employment at a technical college in using the prescribed languages as mediums of instruction is judged in a way agreed upon by the department of education concerned and the training institution concerned and indicated by means of an endorsement on the diploma by the institution that issued the diploma.

**4. List of posts at technical colleges**

4.1 Posts for instructional programmes on the N1 to N3 levels or NIC to NSC levels.

4.2 Posts for instructional programmes at the post-senior secondary level to REQV 13 level.

**5. Minimum qualification requirements for a permanent appointment**

5.1 Posts for offering of instructional programmes in the Engineering field of study

A three-subject National N3 Certificate of which Trade Theory, that is an appropriate subject theory or technology should be one subject, plus the two required languages passed on Senior Certificate level or its equivalent, plus a completed apprenticeship<sup>\*\*\*</sup> or a successful trade test plus two years'

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<sup>14</sup> Refer Appendix 1.

<sup>\*\*</sup> Apprenticeships of the following South African bodies will be recognised:

- Department of Manpower
- South African Defence Force
- SASOL
- South African Transport Services/Transnet
- An accredited Training Board.

appropriate trade experience. Sake-Afrikaans and Business English at Senior Certificate level will be regarded as equivalent to Afrikaans and English respectively at Senior Certificate level.

OR

a four subject National N3 Certificate of which Trade Theory, that is, an appropriate subject theory or technology, should be one of the subjects, plus a completed apprenticeship or a successful trade test plus two years appropriate trade experience.

Persons complying with the above-mentioned requirements will be classified and remunerated as REQV 13(s).<sup>\*</sup> Should they possess or obtain further appropriate qualifications, these qualifications will be considered for a higher REQV level, provided that this will place them at least on REQV 13.

- 5.2 Posts for offering instructional programmes in the fields of study of Business Studies, Art, Agriculture, Utility Services, Social Services and Maritime Studies.

An approved qualification that is evaluated as REQV 13

For the utility services field of study Haircare, the requirements are as stated in paragraph 4.1.

- 5.3 Posts for Instrumental Music

Refer Section 7 of the main document.

- 5.4 Posts for instruction in Practical Ballet, National and Greek Dances, History of Ballet, Anatomy

Refer Section 7 of the main document.

## **6. Evaluation of qualifications for a temporary appointment**

- 6.1 Possessors of approved N6 qualifications can be appointed in a temporary capacity in teaching posts for the vocational education programmes (Fields of study in Business Studies, Art, Agriculture, Utility Services and Social Studies). (Two years of certified experience in the field is a prerequisite). Such persons are remunerated according to the REQV 13(s).<sup>\*</sup>

- 6.2 Possessors of approved N3 to N5 qualifications in the Business Studies, Art, Agriculture, Utility Services and Social Studies fields of study for which apprenticeships or trade tests do not exist, and where the qualification concerned is the highest N qualification that is issued in the field of study concerned, can be appointed in a temporary capacity in teaching posts for the vocational education programmes. (Fields of Study in Business Studies, Art, Agriculture, Utility Services and Social Studies.) (Two years of certified experience in the field is a prerequisite). Such persons are remunerated according to the REQV 13(s)<sup>\*</sup> salary range.

- 6.3 Persons who possess qualifications and/or suitable experience in a field of study for which an instructional programme does not already exist at a technical college, can be appointed in a temporary capacity on provided that the experience in the field is equivalent to the level of an N3 qualification. (The equivalence of this experience in the field to an N3 level must be certified by a principal of a technical college). Such persons are remunerated according to the REQV 13(s)<sup>\*</sup> salary range.

- 6.4 A Head of Education can, according to his own discretion and on the recommendation of a principal of a technical college, consider persons who were appointed in a temporary capacity according to paragraphs 6.1 or 6.2 for a permanent appointment after two years of satisfactory service.

## **7. Further recognition for approved qualifications in particular fields of study**

- 7.1 Persons who are in possession of approved academic and/or professional teaching qualifications and who obtain further approved qualifications which comply with all the requirements for appointment to particular posts at technical colleges as laid down in paragraphs 5.1, 5.2, 5.3, 5.4, 6.1 or 6.2 will be awarded one additional REQV level.

- 7.2 In the cases where an additional level has been awarded to an approved N3 to N6 qualification which complies with paragraphs 5.1, 6.1 or 6.2, a further additional level will only be awarded on completion of a approved National Diploma.

## **8. Evaluation of specific approved qualifications at technical colleges**

- 8.1 Evaluation of vocationally related qualifications.

1. National Technical Diploma: REQV 13
2. National N Diploma: REQV 13
3. National Certificate for Technicians: REQV 13
4. National Higher Certificate for Technicians: REQV 13
5. National Diploma: REQV 13
6. National Diploma for Technicians: REQV 14
7. National Higher Diploma: REQV 14
8. National Diploma in Technology/Masters Diploma: REQV 15
9. National Laureatus: REQV 15 (only professionally qualified persons can be classified as REQV 16).

<sup>\*</sup> (s) Indicates that these persons receive a personal salary on an REQV 13 salary range

- 8.2 Examples which may serve as guidelines for the evaluations of appropriate qualifications and for the REQV classification of such qualifications.
- 8.2.1 A vocationally related qualification evaluated as REQV 13 (see paragraph 8.1(1) to (5)) plus
1. an approved degree: REQV 15;
  2. an approved partially completed degree: REQV 14;
  3. (1) above + National Diploma in Education or HDE (Technical) or HDE (Postgraduate) or another approved diploma in education for technical college education: REQV 16; or
  4. (2) above + NDE (Technical) or HDE (Technical) or an approved diploma in education for technical college education: REQV 15.
- 8.2.2 A vocationally related qualification evaluated as REQV 14 (see paragraph 8.1(6) and 8.1(7)) plus
1. an approved degree: REQV15 (not professionally qualified);
  2. an approved partially completed degree: REQV 15
  3. (1) above + NDE (Technical) or HDE (Technical) or HDE (Postgraduate) or another approved diploma in education for technical college education: REQV 16 (can only be classified as REQV 17 provided that a Master's degree or a Diploma in Technology/Master's diploma is included; or
  4. (2) above + NDE (Technical) or HDE (Technical) or an approved diploma in education for technical college education: REQV 16
- 8.2.3 A vocationally related qualification evaluated as REQV 15 for appointment in technical college education (see paragraph 8.1(8)) plus
1. an approved or appropriate degree: REQV 15 (an approved diploma in education is required for classification as REQV 16)
  2. an approved partially completed degree: REQV 15 (an approved diploma in education is required for as REQV 16)
  3. (1) or (2) above + NDE (Technical) or HDE (Technical) or an approved diploma in education: REQV 16
- 8.2.4 A vocationally related qualification evaluated as REQV 16 (see paragraph 8.1(9)) plus
1. an approved degree or an approved partially completed degree: REQV 15 (an approved diploma in education is required for classes as REQV 16) or
  2. an NDE (Technical) or a HDE (Technical) or an approved diploma in education for technical college education: REQV 17
- 8.2.5 An apprenticeship and/or a passed trade test plus N3 plus –
1. N4 or N5 + NDE (Technical): REQV 13
  2. 4T1 + 4T2 subjects + NDE (Technical): REQV 13
  3. an approved degree: REQV 14
  4. an approved degree + an NDE (Technical) or a HDE (Technical) or a HDE (Postgraduate) or an approved diploma in education for technical college education: REQV 15
- 8.2.6 The following qualifications will each be granted one additional REQV level, for appointment in a teaching post at technical colleges:
1. Certificate of Competency as Engineer
  2. Certificate of Registration as Professional Engineer
  3. Certificate of Registration as an Architect
  4. Certificate of Registration as a Land Surveyor.



## APPENDIX 1

**ALPHABETICAL LIST OF NATIONAL INSTRUCTIONAL OFFERINGS AT TECHNICAL COLLEGES****(Report 191, 97-07, as revised June 2000)**

Abattoir Hygiene  
 Accounting for Butchers  
 Accounting  
 Administration and Management  
 Advertising Management  
 Aerial Application (Pest Control)  
 Aerodynamics  
 Aesthetics Theory and Practical  
 African Dance  
 Afro Hair Care  
 Aircraft Electrical Theory  
 Aircraft Electronics Theory  
 Aircraft Instrument Trade Theory  
 Aircraft Maintenance Theory  
 Aircraft Metalwork Theory  
 Aircraft Technology  
 Aluminium Manufacture  
 Aluminium Smelter Technique  
 Aluminium Technology  
 Animal Production  
 Applied Accounting  
 Applied Business Economics  
 Applied Hair Care  
 Applied General Science  
 Applied Management  
 Applied Physiology  
 Armature Winding  
 Arranging and Production (Music)  
 Art of Africa  
 Art of Drawing  
 Art of Entertainment  
 Aural and Ensemble  
 Aural Training and Assemble Work: Popular Music  
 Aviation Electronics  
 Ballet: Practical and Theory  
 Ballroom: Latin American and Free Style  
 Basic Classical and Contemporary Dance  
 Basic Mining and Regulations  
 Beef Cattle Production  
 Bharatha Natyam: Dance  
 Bharatha Natyam and Indian Folk Dance  
 Body Conditioning  
 Botany: Horticulture  
 Bricklaying and Plastering  
 Building Administration  
 Building and Civil Technology  
 Building and Structural Construction  
 Building and Structural Surveying  
 Building Drafting  
 Building Drawing  
 Building Science  
 Business Economics  
 Business English  
 Business Practice  
 Butchers' Theory and Practice  
 Care of Children  
 Care of the Aged  
 Care of the Handicapped  
 Carpentry and Roofing  
 Caterer Client Relations  
 Catering Theory and Practical  
 Ceramics  
 Cereal Production  
 Chemical Laboratory Technology  
 Chemical Plant Operation  
 Chemical Technology  
 Chemistry  
 Child Care  
 Child Health  
 Classical Dance  
 Clinical Hair Study  
 Clothing Construction  
 Clothing  
 Coal Mining  
 Coal Mining Economics  
 Coal Mining Technology and Practice  
 Coke and By-Product Process  
 Colour (Art)  
 Communication and Department  
 Communication and Human Relations  
 Communication Electronics  
 Communication  
 Computer Graphics  
 Computer Practice and Typing Techniques  
 Computer Practice  
 Computer Principles  
 Computer Aided Drafting  
 Computerised Financial Statements  
 Computerised Financial Systems  
 Construction Plant Theory  
 Contemporary Dance  
 Control Systems  
 Cosmetic Make-up  
 Cosmetics: Practical and Theory  
 Cost and Management Accounting  
 Crop Production  
 Dairy Production  
 Data Management: Farming  
 Day Care Administration  
 Day Care Communication  
 Day Care Didactics  
 Day Care Entrepreneurship  
 Day Care Management  
 Day Care Personnel Development  
 Diesel Earthmoving Mechanics  
 Diesel-Electric Theory  
 Diesel Trade Theory  
 Digital Electronics  
 Draughting  
 Drawing  
 Dyeing and Fibre Technology  
 Economic and Legal Environment  
 Economics  
 Educare Didactics  
 Educare Theory and Practical Education  
 Educational Psychology  
 Electrical Drafting

Electrical Installation Codes	Industrial Organisation and Planning
Electrical Trade Theory	Industrial Orientation
Electro-Mechanics	Industrial Science
Electrology	Information Processing
Electronic Music Keyboard Technique	Installation Rules
Electro-Technology	Instrument Mechanic Theory
Electrotechnics	Instrument Trade Theory
Engineering Drawing	Interior Principles: Theory and Practice
Engineering Physics	Interior Styles and Studies
Engineering Science	Internal Combustion Engines
Engineering Technology	Introduction to Interior
Entrepreneurship and Business Management	Introductory Space and Volume Studies
Environmental Engineering	Iron Production and Casting
Environmental Pest Control	Iron, Steel and Ferro Alloy Process Theory
Fabric Construction and Testing	Jewellery Design
Facial Machine Treatment	Jewellery Manufacturing
Facial Skin Care	Kathak (Dance)
Factory Organisation	Kathak and Indian Folk Dance
Farming Business Management	Kinesiology and Health Life Skills
Farming Business Practice	Knitted Fabric Analysis and Testing
Farming Communication	Knitting Theory
Farming Mechanics	Labour Relations
Fashion Drawing	Ladies (Caucation) Hair Care
Fault Finding and Protective Devices	Landscape Planning
Ferro Alloy Technology	Legal Knowledge: Mines
Fertilizer Manufacturing	Legal Practice
Fibre and Yam Characteristics and Testing	Life Skills
Financial Accounting	Line (Art)
Financial Management: Farming	Logic Systems
Fitting and Machining Theory	Long Staple Spinning Theory
Flower Production	Loss Control
Fluid Mechanics	Machines and Properties of Metals
Food Administration	Maintenance Management
Food and Beverage Service	Management Communication
Food and Nutrition	Management
Form and Colour Studies	Management: Farming
Foundry Theory	Management: Mining
Fruit Production	Manicure and Pedicure
Fumigation	Manual Massage
Funeral Practice	Marketing Communication
Furniture Design	Marketing Management
Furniture Makers' Theory	Marketing Research
General Drafting	Mathematics
General Music Knowledge, Harmony and Composition	Meat Inspection
General Textile Technology	Mechanical Drawing and Design
Gents' Hairdressing	Mechanotechnics
Graphic Design	Mechanotechnology
Graphic Interpretation	Medical Practice
Graphic Processes	Mercantile Law
Gunsmith Trade Theory	Metal Workers' Theory
Hair Care	Metallurgy
History of Art	Metalliferous Mining
History of Music and Form	Mine Planning
Horticulture Science	Mining Economics
Hotel Reception	Mining Engineering
Human Relations	Mining Geology
Human Resource Management: Farming	Mining Machinery
Hygiene and Safety	Mining Science
Improvisation (Music)	Mining Shafts
Income Tax	Missiles
Industrial Affairs	Motor Body Repairing
Industrial Chemistry	Motor Body Work Theory
Industrial Communication	Motor Electrical Theory
Industrial Confectionary Manufacture	Motor Machining Theory
Industrial Crop Production	
Industrial Electronics	
Industrial Instruments	

Motor Trade Theory	Radar Technology
Motor Vehicle Science	Radar Trade Theory
Motor Vehicle Technology	Radio and Television Theory
Motor Workshop Organisation and Administration	Radio Theory
Motor, Diesel and Tractor Mechanics	Refrigeration Technology
Moulders' Theory	Refrigeration Trade Theory
Municipal Administration	Refrigeration, Air Conditioning and Ventilation
Music Business and Styles	Repertoire
Music: Practical: Brass, Woodwind, Drums, Bass Guitar, Guitar, Piano, Keyboard, Vocal	Rigging Theory
Mutton Production	Road Construction Drawing
Nail Technology	Road Construction Theory
Nutrition and Menu Planning	Rock Engineering
Nutrition and Residential Care	Sake Afrikaans
Occupational Health and Safety Act	Sales Management
Office Practice	Sanitation and Housekeeping
Paint Application and Testing	Sanitation and Safety
Paint Chemistry	Sculpture: Art
Paint Manufacturing	Secretarial Catering
Paint Raw Materials	Semi-Worsted Spinning Theory
Paint Technology	Servicing Techniques
Paint Types and Systems	Shape and Form: Art
Painting and Decorating	Sheet Metal Workers' Theory
Painting	Short Staple Spinning
Paper Making	Shorthand
Pattern Construction	Small Business Management and Entrepreneurship
Pattern Makers' Theory	Smithing Theory
Personnel Management	Snelskrif
Personnel Training	Social Care
Pest Biology	Soft Furnishing Theory and Practice
Pesticide Marketing	Sound Engineering (Music)
Photo Technology	Spanish Dance
Photography	Spatial Planning Theory and Practical
Photography Trade Theory	Spinning Theory
Pictorial Drafting	Steel Production and Casting Theory
Pig Production	Strength of Materials and Structures
Plant Engineering: Mines, Works and Factories	Structural Steel Detailing
Plant Operation Theory	Supervision in Industry
Plant Pests and Diseases	Supervisory Management
Plastic Technology	Surface Elements Theory and Practical
Platers' and Structural Steelworkers' Theory	Surface Mining
Platers' Theory	Surface Mining Economics
Plating and Structural Steel Drawing	Surface Mining Geology
Plumbing Theory	Surface Mining Machinery
Popular Music Practical: Bass Guitar, Drums, Piano/Keyboard, Vocal	Surface Mining Surveying
Poultry Meat Inspection	Survival Equipment Theory
Poultry	Table Service
Power Machines	Tailors' Theory
Power Station Electricity	Tap Dance
Power Station Science	Technical Illustration
Power Station Theory	Telecom Trade Theory
Preparation and Preservation Theory: Funeral	Television Techniques
Principles of Pest Control	Textile Chemistry
Printing and Fibre Technology	Textile Design/Fibre Art
Production and Quality Control	Textile Engineering Science
Promotion Methodology: Theory and Practical	Textile Technology
Public Administration	Textile Testing
Public Finance	Texture: Art
Public Law	Theory of Dance
Public Relations	Theory of Music, Harmony and Composition: Popular Music
Pulp and Paper Making Theory	Three Dimensional Design
Psychology: Funeral	Three Dimensional Studies
Quantity Surveying	Timber Production
Radar Systems	

Tone: Art	Water Treatment Practice
Toolmakers' Theory	Waxing
Tourism Communication	Weaving
Tourist Destinations	Weed Control
Travel Office Procedures	Welders' Theory
Travel Services	Window Covering Theory and Practice
Two Dimensional Design	Wood Preservation
Typing	Wood Machinery/Joinery and Shopfitting Theory
Upholstery and Trimming Theory	Woodworkers' Theory
Upholstery Theory and Practical	Wool Production
Vegetable Production	Wool Spinning Theory
Ventilation, Gases and Dust and Regulations	Woolen and Semi-Worsted Spinning
Vine Production	Worsted Spinning
Vocational Orientation	
Warp and Weft Knitting	
Warp Knitting Theory	
Waste Water Treatment Practice	

## **9. Recognition of Qualifications for Employment in Adult Basic Education and Training Centres**

### **Evaluation of approved qualifications to appointment at ABET-centers**

#### **9.1 Qualifications evaluated as REQV 11**

- 9.1.1 Certificate in Adult Education, Training and Development, University of Cape Town
- 9.1.2 Certificate for Educators of Adults, University of the Western Cape (this qualification was provided until the end of 1999)
- 9.1.3 Higher Certificate for Educators, Trainers and Developers: Adult Learning, University of the Western Cape
- 9.1.4 Practitioner's Certificate in Adult Basic Education and Training, University of South Africa
- 9.1.5 Certificate: Community Development, University of Natal

#### **9.2 Qualifications evaluated as REQV 12**

- 9.2.1 A qualification as in 9.1.2 or 9.1.3 together with the Higher Diploma for Education, Training and Development Practitioners: Adult Learning, University of the Western Cape
- 9.2.2 A qualification as in 9.1.4 together with the Practitioner's Diploma in Adult Basic Education and Training, University of South Africa

#### **9.3 Qualifications evaluated as REQV 13**

- 9.3.1 National Diploma in Adult Basic Education and Training (obtained at a South African technikon and certified by SERTEC)

#### **9.4 Qualifications evaluated as REQV 14**

- 9.4.1 An approved qualification evaluated as REQV 13 together with the Advanced Diploma for Educators of Adults, University of Cape Town
- 9.4.2 An approved qualification evaluated as REQV 13 together with the Advanced Diploma for Educators of Adults, University of the Western Cape
- 9.4.3 An approved qualification evaluated as REQV 13 together with the Bachelor of Education degree (specialisation in ABET), University of South Africa
- 9.4.4 A B.TECH degree (Adult Basic Education and Training) (obtained at a South African technikon and certified by SERTEC)
- 9.4.5 An approved professional teachers' qualification evaluated as REQV 13 plus a Further Diploma in Education (ABET), offered by Potchefstroom College of Education
- 9.4.6 An approved professional teachers' qualification evaluated as REQV 13 plus a National Higher Diploma: Adult Basic Education, offered by technikons

#### **9.5 Qualifications evaluated as REQV 15**

- 9.5.1 An approved qualification evaluated as REQV 14 together with a Postgraduate Diploma in Literacy Studies, University of Cape Town
- 9.5.2 An approved qualification evaluated as REQV 14 together with the Bachelor of Education degree (specialisation in ABET), University of South Africa
- 9.5.3 Bachelor of Education degree: Adult Education/Post Graduate Diploma: Adult Education, University of Natal

#### **9.6 Qualifications evaluated as REQV 16**

- 9.6.1 An approved qualification evaluated as REQV 15 together with the Masters in Literacy Studies, University of Cape Town

- 9.6.2 An approved qualification evaluated as REQV 15 together with the Masters in Education: Adult Education, Training and Development, University of the Western Cape
- 9.6.3 An approved qualification evaluated as REQV 15 together with the Masters in Philosophy: Adult Education, Training and Development, University of the Western Cape
- 9.6.4 Master of Education; Adult Education, University of Natal

## APPENDIX 2

### Roles for educators in schooling

#### 1. Learning mediator

The educator will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualised and inspirational; communicate effectively showing recognition of and respect for the differences of others. In addition an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

#### 2. Interpreter and designer of learning programmes and materials

The educator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. The educator will also select, sequence and pace the learning in a manner sensitive to the differing needs of the subject/learning area and learners.

#### 3. Leader, administrator and manager

The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision making structures. These competences will be performed in ways which are democratic, which support learners and colleagues, and which demonstrate responsiveness to changing circumstances and needs.

#### 4. Scholar, researcher and lifelong learner

The educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters, and in other related fields.

#### 5. Community, citizenship and pastoral role

The educator will practice and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators.

Furthermore, the educator will develop supportive relations with parents and other key persons and organisations based on a critical understanding of community and environmental development issues. One critical dimension of this role is HIV/AIDS education.

#### 6. Assessor

The educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into this process. The educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners. The educator will design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meet the requirements of accrediting bodies. The educator will keep detailed and diagnostic records of assessment. The educator will understand how to interpret and use assessment results to feed into processes for the improvement of learning programmes.

#### 7. Learning area/subject/discipline/phase specialist

The educator will be well grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study, or professional or occupational practice. The educator will know about different approaches to teaching and learning (and, where appropriate, research and management), and how these may be used in ways which are appropriate to the learners and the context. The educator will have a well developed understanding of the knowledge appropriate to the specialism.

### APPENDIX 3

#### List of appropriate subjects/fields of study for teacher education programmes

**Note:** The following list is meant to serve as a guideline to providers of teacher education programmes, educators who wish to improve their academic competence and evaluators of teacher qualifications. The list will be amended from time to time.

Accounting/Accountancy/Financial Accountancy	Geography/Environmental and Geographical Science
African Literature	German/German Studies
African Studies	Greek
Afrikaans/Afrikaans-Nederlands	Guidance and Counseling Psychology/ Psychology/Applied Psychology
Agricultural Biochemistry	Gujarati
Agricultural Economics	Handwork/Handicrafts/Basic Techniques/Needlework/ Woodwork
Agronomy/Agricultural Science	Harmony/Harmony and Counterpoint/Harmony, Counterpoint and Composition
Animal Husbandry/Animal Production	Health Education
Anthropology/Ethnology	Hebrew
Applied English Language Studies	Hindi
Applied Language Studies	Hindu Studies/Biblical Studies/Islamic Studies/Jewish Studies/Religious Studies
Applied Mathematics/Mathematical Statistics	History/African History
Applied Psychology	History of Art
Arabic	History of Music
Art/Art Education/Art and Handwork/Arts and Crafts	Home Management
Art Practical: Painting/Graphic Art/Sculpture/ Photography/Ceramics/Textiles/Fibre Arts/Jewellery/ Puppetry/Communication Design/Information Design/ Industrial Design/Art Documentation and Research	Hotel Keeping and Catering/Hotel and Tourism Management
Assessment of Learning	Human Resources Development
Biblical Studies/Hindu Studies/Islamic Studies/Jewish Studies/Religious Studies	Human Rights Education/Democracy Studies/Citizenship Studies
Biokinetics	Industrial Art (Metal- and Woodwork)
Biochemistry	Instrumental Music
Biology/Biological Science	Islamic Studies/Biblical Studies/Hindu Studies/Jewish Studies/ Religious Studies
Botany	Italian
Building	Jewish Studies/Biblical Studies/Hindu Studies/Islamic Studies/ Religious Studies
Business Economics/Business Administration/Business Management	Labour Relations
Business Law/Company Law/Commercial Law/ Mercantile Law	Learning Materials Development
Chemistry	Latin
Class Music/Music Education/School Music	Librarianship/Library Science/Information Science/ Applied Information Science/Media Centre Science/ Book Education
Clothing/ (Protection/Needlework and Dressmaking)	Linguistics/Linguistics and Literary Theory /Literary Theory/ Linguistics and English Language/Applied Linguistics
Commerce	Logic/Logic and Language/Critical Thinking
Commercial Law/Mercantile Law/Company Law/ Business Law	Machine Design/Technical Drawing
Comparative Religion	Mathematics/Mathematics Education
Computer Science/Computer Education Science/ Informatics/Information Systems	Mathematical Statistics/Applied Mathematics
Cookery (Food and Nutrition)	Mercantile Law/Commercial Law/Business Law/ Company Law
Criminology	Microbiology
Curriculum Design/Development	Music (Practical)
Development Studies	Natural Science/Biology/Botany/Zoology/Physical Science/ Chemistry/Physics
Dietetics	Ndebele
Design (Art)	Pasture Science
Economics/(Mathematical Economics)/Economic Education/Entrepreneurship	Philosophy/Applied Philosophy
Engineering Science (Technika)	Philosophy of Religion
English	Physical Education/Human Movement Studies
Ethics/Comparative Ethics/Applied Ethics	Physical Science/Physics or Chemistry
Ethnology/Anthropology	Physical Education/Human Movement Studies
Environmental Science/Environmental Studies/ Environmental Education	Physics/Physical Science
Field Husbandry/Pasture Science/Pasture Management	Physiology
Fluid Mechanics (Technika)	Political Studies
Food Science (Science of Nutrition)	
French/French Studies	
Guidance and Counseling	
Genetics/Animal Production/Plant Production	

Portuguese	Statistics
Psychology/Guidance and Counseling Psychology/ Applied Psychology	Tamil
Public Administration/State Administration	Technika (Electrical)
Quantity Surveying (Technika)	Technika (Electronical)/Digital Electronics/Industrial Electronics
Religious Studies/Biblical Studies/Hindu Studies/Islamic Studies/Jewish Studies	Technika (Mechanical)/Mechanotechnics/Power Machines
Science of Religion	Technika (Civil)/Strength of Materials and Structures/ Building and Structure Construction
Science Education/Natural Science/Physical Science/ Physics or Chemistry	Technology
School Guidance and Counseling Psychology/Guidance	Technical Drawing/Machine Design/Mechanical Drawing and Design
Sepedi	Telegu
Shorthand	Theological Ethics
Sociology	Theory of Music
Social Work	Travel and Tourism
Soil Science	Tsonga
Sesotho	Tswana
Spanish	Typing/Computer Typing
Special Education Needs <sup>15</sup>	Urdu
Speech Training and Dramatic Art/Speech and Drama/Drama and Dramatic Art/Drama	Venda
Sport Science	Wild Life Management
Sport and Recreation	Xhosa
Swati	Zoology
Systematic Theology	Zulu
State Administration/Public Administration	

#### APPENDIX 4

##### THE TWELVE ORGANISING FIELDS OF THE NQF

- 01 Agriculture and Nature Conservation
- 02 Culture and Arts
- 03 Business, Commerce and Management Studies
- 04 Communication Studies and Languages
- 05 Education, Training and Development
- 06 Manufacturing, Engineering and Technology
- 07 Human and Social Studies
- 08 Law, Military Science and Security
- 09 Health Sciences and Social Services
- 10 Physical, Mathematical, Computer and Life Sciences
- 11 Services
- 12 Physical Planning and Construction

#### APPENDIX 5

##### THE EIGHT LEARNING AREAS FOR THE GENERAL EDUCATION AND TRAINING BAND

- 01 Language, Literacy and Communication
- 02 Human and Social Sciences
- 03 Technology
- 04 Mathematical Literacy, Mathematics and Mathematical Sciences
- 05 Natural Sciences
- 06 Arts and Culture
- 07 Economics and Management Science
- 08 Life Orientation

<sup>15</sup> Physical, sensory, intellectual, social or multiple impairments, for example mobility, fine motor skills, expressive and receptive communication, hearing, vision, cognitive skills, sign language, braille, HIV/AIDS, abuse, crime vandalism, gangsterism, teenage pregnancy

## APPENDIX 6

### LEARNING PROGRAMMES FOR THE DIFFERENT PHASES OF SCHOOLING IN THE GENERAL EDUCATION AND TRAINING BAND

#### 1. Foundation Phase (Grades 1 to 3)

- Literacy
- Numeracy
- Life Skills

#### 2. Intermediate Phase (Grades 4 to 6)

- Language, Literacy and Communication
- Mathematical Literacy, Mathematics and Mathematical Sciences
- Natural Sciences and Technology
- Human, Social, Economic and Management Sciences
- Arts, Culture and Life Orientation

#### 3. Senior Phase (Grades 7 to 9)

- Language, Literacy and Communication
- Human and Social Sciences
- Technology
- Mathematical Literacy, Mathematics and Mathematical Sciences
- Natural Sciences
- Arts and Culture
- Economics and Management Science
- Life Orientation



# NATIONAL POLICY FOR DESIGNING SCHOOL CALENDARS FOR ORDINARY PUBLIC SCHOOLS IN SOUTH AFRICA

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## NATIONAL POLICY FOR DESIGNING SCHOOL CALENDARS FOR ORDINARY PUBLIC SCHOOLS IN SOUTH AFRICA

I, Kader Asmal Minister of Education, after consultation with the Council of Education Ministers and with national and provincial stakeholders with a specific interest in school calendars, hereby announce in terms of section 3(4)(k) of the National Education Policy Act, 1996 (No. 27 of 1996), the national policy for designing school calendars for ordinary public schools in South Africa.

**Prof. Kader Asmal, MP**  
Minister of Education

### Glossary

**Allocated time** means the amount of time learners attend school in years, days or hours.

**Breaking time** means the amount of time taken during the school day for recreation and meals.

**Cluster** means an organisational unit consisting of two or more provinces that all share the same school calendar.

**Curriculum** according to Lawton (1975) is defined as “essentially a selection from the culture of a society: certain aspects of our way of life, certain kinds of knowledge, certain attitudes and values regarded as so important that their transmission to the next generation is not left to chance”.

**Instructional time** means instructional time is the amount of allocated time when instruction is provided in the essential learning areas.

**School calendar** means the annual plan that allocates the total number of days in a school year in a specific pattern, in accordance with the published regulations.

**School day** is defined by a specific number of hours

**School holiday** means time allocated for learners and teachers to recuperate and also to engage in education related activities such as conferences and sport competitions.

**School term** means the basic sub-unit of time into which the school year is sub-divided. In the four-term system, this amounts to approximately 50 days.

**School year** is defined by a specific number of days.

**School governing body** means [sic]

**Staggering** refers to the planning technique of ensuring that the closing and opening dates of school terms of provinces in different clusters are separated by three or more days.

**Time on task** is the amount of instructional time when a student or group of students is attending to an appropriate task or is engaged in learning. (Also referred to as engaged time)

Some of the definitions are adapted from: Lorin W. Anderson and Herbert J. Walberg (1993) *Timepiece: Extending and Enhancing Learning Time* National Association of Secondary School Principals, Virginia, United States.

### 1. Background to the development of this policy

The school calendar structures the total number of days allocated for teaching and learning in a school year according to a unique pattern. It lays down the dates of commencement and termination of the school terms and the length of school holidays. The process of constructing the school calendar is guided by general principles and a set of specifications. In South Africa, the amalgamation of a number of different education departments and sub-departments after 1994, necessitated the consolidation of the various approaches to designing the calendar for application within the nine new provinces that formed the sub-national units of educational provision and management. Consequently, the document, “Criteria for the Compilation of School Calendars” was developed and utilised in the co-ordination of the school calendars from 1995 to 2000. The current document; “*National Policy for Designing School Calendar for Ordinary Public Schools in South Africa*” was drawn up as part of an investigation into the school calendar, conducted in 1999 by the Human Science Research Council (HSRC).

This document contains:

- the broad principles that should be taken into account in the school calendar design process;
- specific criteria that need to be taken into account in constructing the calendar for any specific year;
- definition of some key terms;
- a sample time-frame for the construction of the calendar for any particular year; and
- legislation which has application to aspects related to calendar construction.

## **2. Principles according to which the school calendar should be designed**

### **2.1 Educational requirements**

The construction of the school calendar involves taking into account the sometimes conflicting needs and interests of various stakeholders and interest groups. It will not be possible always to accommodate the needs of all stakeholders. Educational requirements must be satisfied/given priority. This means that the interests of the learners should receive priority. The interests of teachers and other education personnel who serve the immediate needs of learners must also be taken into account.

### **2.2 Culture of learning and teaching**

Planning of the school terms should where possible ensure that the allocation of holidays minimises interruptions to the learning/teaching cycle.

### **2.3 Consultation and participation**

Wide consultation must take place with stakeholders and role-players at the district, provincial and national levels.

The involvement of the organised teaching profession and other personnel engaged in education on planning related to the school calendar is important.

The Provincial Education Departments should maximise the levels of participation from stakeholders and role players at the provincial level meetings. At the national level, provinces should be required to ensure that they are represented at all duly convened meetings of the HEDCOM Sub-Committee for School Calendars.

### **2.4 Co-operation**

The provinces in each cluster must ensure high levels of co-operation between each other.

### **2.5 Transport and travel infrastructure**

The school calendar must take into account the effect that the timing of school holidays could have on the flow of traffic and the potential road safety implications of the calendar. Similarly, congestion of other transport infrastructure such as rail, air and related facilities needs to be taken into account. This is an important consideration as the numbers of South Africans able to engage in domestic tourism is increasing rapidly.

In planning the dates on which school terms will close especially at the end of the year, cognisance should be taken of the dates on which factories and the building and allied industries shut down for their holidays. It should be borne in mind that the school holidays during the end-of-year period are primarily determined by the closing dates adhered to in the private sector and not vice-versa.

Even though road safety is of great concern to the Departments of Education, the Department of Transport should take responsibility for managing road traffic flows and reducing loss of life on the roads during school and public holidays.

### **2.6 Consistency**

The school holiday schedule of each Provincial Education Department should be kept reasonably constant in order to facilitate planning for holiday seasons by the tourism industry, the private sector, the road traffic authorities and parents of learners.

### **2.7 Uniform application of criteria**

The same criteria must be applied uniformly to the calendars for every cluster and province.

### **2.8 Advance planning for calendar design**

The calendar for a particular year must be designed sufficiently far in advance of the year it pertains to so as to facilitate planning by all affected parties and stakeholders. The calendar must be available a minimum of eighteen (18) months in advance of the year it pertains to.

Delayed changes to the compilation of the calendar or late changes to the calendar must be avoided. Provinces with proportionally higher numbers of rural schools expressed concern over any late changes to the calendar. Communication with outlying schools is difficult and changes will sow confusion.

### **2.9 Process of communicating calendar design options**

When the draft calendar is sent out for consultation it should be accompanied by a rationale for its composition.

### 3. Specifications according to which school calendars must be designed

#### 3.1 Allocation of time in the calendar

##### 3.1.1 Required number of school days per year

The number of school days must provide sufficient time to enable the educational programs to be completed. Approximately 195–200 school days per year are considered sufficient for the purposes of teaching and learning.

Educators and learners in each province should as far as possible be allocated the same number of days.

##### 3.1.2 Number of terms

The South African school calendar assumes a four-term structure.

##### 3.1.3 Length of terms

The length of terms should as far as possible be of equal length. It is however, desirable for educational reasons that the third term should be longer than the fourth term.

##### 3.1.4 Length of school holidays

School holidays should provide learners and educators with sufficient opportunity to rest. At the same time, holidays should not be so long as to adversely affect learning retention.

##### 3.1.5 Number of hours per day for teaching and learning

According to the terms and conditions of employment of educators as determined in terms of Section 4 of the Employment of Education Act, 1998 (*Government Gazette*, Notice 222 of 18 February 1999, Chapter A Number 3), the workload of educators should meet the following requirements:

Section 3.1(d) The expectation that every educator must be able to account for 1800 actual working hours per annum.

Section 3.2(a) *Workload of Educators* – All educators should be at school during the formal school day which should not be less than 7 hours per day.

##### 3.1.6 Days for administration and planning

At the beginning of the year, teachers should start work at least one day before the pupils start school and at the end of the year; teachers should stay on for at least three days for administration and planning.

##### 3.1.7 Religious holidays

In accordance with Item 15 of the Bill of Rights, the South African Schools Act (SASA), No. 84 of 1996 states that with regard to “Freedom of conscience and religion at public schools” (Para. 7, p.8) “subject to the constitution and any applicable provincial law, religious observances may be conducted at a public school under rules issued by the governing body if such observances are conducted on an equitable basis and attendance at them by learners and members of staff is free and voluntary”. The SASA does not take into account the possibility of temporary closure of a school for reasons of religious observance. However, consonant with the spirit of the Constitution, School Governing Bodies may exercise the right to close for religious commemorations only where the majority of pupils are members of the faith in question.

Closure of schools for religious observance is subject to the following conditions. The number of days may not exceed two days, and must be taken in lieu of the two days allocated for Sport and Culture in paragraph 3.1.8, following. Schools must prioritise their activities in making choices about which school days to take off, which may not be recovered. The School Governing Body must make application to the Head of Department to exercise this option and must give details with respect to: the size (in percent and numbers) of the religious majority in the school; the day(s) being applied for; and how the school days taken off for such religious observances will be made up, if more than two school days have been taken off. Individual schools that make provision for closure on religious grounds should under no circumstances be open for fewer days than the rest of the province.

Simultaneously, the prescription of the Constitution that cultural, linguistic or linguistic communities should also respect the rights of others, must also be affirmed through ensuring that minority religious groups within a school community are not disadvantaged in any way. Members of world religions that form a minority of learners in schools may be given permission to take two recognised religious days off school. Learners of minority religious groups who do not attend school on such school day(s) should not be marked absent for the day(s) in question. Learners should not be academically disadvantaged as a result of their absence. For example, assessments such as examinations or tests should not be administered on days that they are absent.

In terms of regulations, educators are obliged to request to take leave should they wish to celebrate published religious days that fall in term time, except where the school is closed on the basis of an application from the SGB as provided for above.

3.1.8 *Sporting and cultural days*

A maximum of two days per year may be allocated to schools for this purpose. School Governing Bodies should apply to the Head of Department or his/her representative at the District level to utilise such days for school sporting and cultural events. Records will be kept of the allocation of such days with regard to numbers of applications, reasons given for applications and number of applications granted.

3.2 **Clusters and staggering**

3.2.1 *Clusters*

Within the South African education system, the provision of school education is a provincial competence. The nine provinces have agreed to be allocated into two "Clusters". A cluster refers to a set of provincial education departments that conform to the same school calendar.

3.2.2 *Cluster grouping*

Grouping of clusters takes into account the principle that in high population density areas neighbouring provinces should be allocated to the same cluster where possible. The grouping also takes into account peak season traffic flows, and the requirements of the tourism and hospitality industries. The agreed clusters are:

Inland Provinces: *Free State, Gauteng, Mpumalanga, North-West Province and Northern Province*

Coastal Provinces: *Eastern Cape, KwaZulu-Natal, Northern Cape and Western Cape*

3.2.3 *Staggered closing and opening times*

Clusters should not open their schools on the same date as other clusters. Nor should clusters close their schools on the same date as other clusters. Dates should, where possible, be staggered by three to seven days. There are three considerations that must be taken into consideration in the staggering of school opening and closing times.

First, the structure of the school calendar has to take into account traffic flows. In particular, the aim is to allocate different dates to clusters so that peak traffic density after school closing and before opening is kept within acceptable levels

Second, staggered term closing and opening times is required in order to reduce the load on establishments offering accommodation on the main road traffic routes.

Third, staggering of holidays promotes optimal utilisation of holiday facilities by spreading demand over a longer period in provinces. In this way shortages associated with peak demand are avoided and provincial economies with developed tourism and hospitality industries can sustain higher levels of growth and employment.

3.2.4 *Holiday overlap with all clusters/provinces*

The mid-year holidays for all provinces should have an overlap of at least one week. This is required to enable the scheduling of events such as sports code national tournaments and teacher union national congresses.

For similar reasons five days, which may include a weekend, should overlap from province to province during the September/October holiday.

3.3 **Scheduling of school terms**

3.3.1 *Avoid early start in January*

A very early start to the school term in January should be avoided as this will shorten the holidays of parents who are only able to take leave from Christmas.

3.3.2 *First day of a school term*

If possible, school terms for learners should not begin on a Monday. This reduces traffic flows on a Sunday. Opening on a Monday does not provide time for school hostel staff to prepare for the return of learners. With the agreement of teacher unions, Monday can be scheduled for educators to engage in planning for the new term.

3.3.3 *Examinations*

The fourth school term should not end too late in December, as late closure affects the final publication of the Senior Certificate results (Preferably not later than 8 December). A late start at the beginning of the year should also be avoided as this pushes back all the terms, thus producing delays in marking and the publication of results.

3.4 **Scheduling of school terms with reference to public holidays**

3.4.1 *Easter holidays*

Since the dates of the Easter weekend differ from year to year, an effort should be made where possible, to have the Easter weekend fall in the school holiday in order to prevent unnecessary travelling and disrupting of the teaching program.

### 3.4.2 *Scheduling dates of school holidays in relation to public holidays*

If a long weekend begins on a public holiday that falls on a Friday, and this weekend coincides with the beginning of a school holiday, schools should close on the Wednesday and not the Thursday. If a public holiday falls on the first Monday of a school holiday, schools should close not later than the previous Thursday.

### 3.4.3 *Scheduling dates of school terms in relation to public holidays*

Especially at the beginning and end of the school year, an effort should be made to have a gap between the opening and the closing day of a school term and any public holiday falling in the period concerned.

There should preferably be no public holiday in the first week of a school term. Such a holiday prevents a proper start to the new term, as it tends to disrupt the academic work of the school.

### 3.4.4 *Public holidays falling on Tuesdays and Thursdays*

Where public holidays fall on Tuesdays and Thursdays, the intervening Monday or Friday should not be declared as a school holiday unless the public holiday falls in conjunction with another public holiday that creates a long weekend eg 27 April and 1 May.

## 3.5 **Additional specifications**

### 3.5.1 *Climate*

Extreme climatic conditions that make school attendance unproductive, uncomfortable, even possibly injurious to health need to be taken into account. Conditions of extreme heat that are experienced in parts of Southern African summer can only to a limited extent be avoided by scheduling the start of school terms later in January. Of greater relevance is the relationship between temperature and humidity. High heat and humidity is a seasonal feature of tropical coastal regions such as along the Kwazulu-Natal seaboard. Principals of schools which are located in areas where high heat and humidity conditions occur should be aware of the conditions that could put children/learners at risk and on what basis to the decision to close their school can be made.

### 3.5.2 *Discretion of the Head of the Provincial Education Department*

Certain types of schools under the jurisdiction of Provincial Education Departments such as schools for children with Special Education Needs may require slightly different calendar arrangements to be made from the majority of ordinary schools (eg: on account of transport and accommodation problems).

## 5. **Table A: Time frame for the construction of the school calendar:**

### 1998

Mar	National Department develops a draft Calendar Proposal and sends to provinces Teleconference between cluster members
Apr	*HEDCOM Sub-Committee: Cluster meeting on Calendar Proposal Full meeting discussion of the Calendar Proposal
May	Consultation in Provinces
June	Consultation in Provinces Teleconference between cluster members
July	*HEDCOM Sub-Committee: Cluster meeting on the Calendar Proposal Negotiate Calendar Proposal
Aug	Consultation in Provinces
Sep	Teleconference between cluster members Submission of comments/suggestions. Amendments to Calendar administratively if there is consensus and submit to HEDCOM OR *HEDCOM Sub-committee: Cluster meeting on Calendar Proposal Committee Full meeting to negotiate Calendar Proposal
Oct	Submit to HEDCOM for consideration (Approval OR request for amendment and re-submission with further consultation)
Nov	Submit to Council of Education Ministers (CEM) for approval
Dec	Publication by Department and Minister
<b>1999</b>	Continue with process for 2001 school calendar
<b>2000</b>	Continue with process for 2002 – 2004 school calendars
<b>2001</b>	Implement first school calendar (2001) compiled in accordance with this national policy.

## 6. National legislation that has bearing on matters relating to the school calendar

### 6.1 **South African Schools Act, 1996 (No. 84 of 1996)**

Section 4(1): *Exemption from Compulsory Attendance* – A Head of Department may exempt a learner entirely, partially or conditionally from compulsory school attendance if it is in the best interests of the learner.

Section 7: *Freedom of conscience and religion at public schools* – Subject to the Constitution and any applicable provincial law, religious observances may be conducted at a public school under the rules issued by the governing body if such observances are conducted on an equitable basis and attendance at them by learners and members of staff is free and voluntary

Section 20(1)(f): *Functions of school governing bodies* – Subject to this Act, the governing body of a public school must determine the times of the school day consistent with any applicable conditions of employment of staff at the school

Section

21(1)(b) & (e): *Allocated functions of governing bodies* – Subject to this Act, a governing body may apply to the Head of Department in writing to be allocated any of the following functions (b) to determine the extra-mural curriculum of the school and the choice of subject options in terms of provincial curriculum policy; and (e) other functions consistent with this Act and any applicable provincial law

### 6.2 **Constitution of the Republic of South Africa, Act 108 of 1996** as amended on 11 October 1996 by the Constitutional Assembly

Chapter 2: Bill of Rights

Item 15

- (1) Everyone has the right to freedom of conscience, religion, thought, belief and opinion.
- (2) Religious observances may be conducted at state or state-aided institutions provided that –
  - (a) those observances follow rules made by the appropriate public authorities,
  - (b) they are conducted on an equitable basis, and
  - (c) attendance at them is free and voluntary.

Item 28

- (1) Every child has the right –
  - (e) to be protected from exploitative labour practices
  - (f) not to be required or permitted to perform work or provide services that (i) are inappropriate for a person of that child's age; or (ii) place at risk the child's well-being, education, physical or mental health or spiritual or moral or social development;
- (2) A child's best interests are of paramount importance in every matter concerning the child.
- (3) In this section "child" means a person under the age of 18 years.

### 6.3 **Mines and Works Act, Act 27 of 1956 prior to Act 13 of 1991**

Section 11(1): *Restriction upon employment of juveniles and females* – No male person under the age of sixteen years and no female shall work, and no person shall cause or permit any male person apparently under the age of sixteen years or any female to work underground in any mine.

### 6.4 **Terms and conditions of employment of educators determined in terms of section 4 of the Employment of Educators Act, 1998** (Government Gazette, Notice 222 of 18 February 1999)

Section 3.1(d): The expectation is that every educator must be able to account for 1800 actual working hours per annum.

Section 3.2(a): *Workload per educator* – All educators should be at school during the formal school day which should not be less than 7 hours per day, except for reasons and with the prior permission of the principal. The principal will exercise his/her discretion in this regard in terms of provincial policy.

The 7 hours per day includes the breaks and the period that the learners are not at school.

# NATIONAL POLICY IN THE MANAGEMENT OF DRUG ABUSE BY LEARNERS IN PUBLIC AND INDEPENDENT SCHOOLS AND FURTHER EDUCATION AND TRAINING INSTITUTIONS

G.N. 3427 of 2002 published in *Government Gazette* No. 24172 dated 13 December 2002

## NATIONAL POLICY ON THE MANAGEMENT OF DRUG ABUSE BY LEARNERS IN PUBLIC AND INDEPENDENT SCHOOLS AND FURTHER EDUCATION AND TRAINING INSTITUTIONS

I, Kader Asmal, as Minister of Education, after consultation with the council of education ministers, hereby gives notice in terms of the National Education Policy Act, (Act 27 of 1996), section 3(4)(N) promulgate National Policy on the Management of Drug Abuse by Learners in Public and Independent Schools and Further Education and Training Institutions as contained in the schedule hereunder.

**PROFESSOR, KADER ASMAL, MP**  
**Minister of Education**

### **Policy Framework For The Management Of Drug Abuse By Learners In Schools And In Public Further Education And Training Institutions**

#### **Introduction**

1. This policy is in response to a decision by the Council of Education Ministers to increase the capacity of educational institutions to manage drug abuse by learners, on a nationally consistent basis. It is being developed in the context of our increasing understanding of drug usage in schools.
2. The Ministry of Education considers a safe and disciplined learning environment one of the critical elements to the successful delivery of quality education and recognizes the role played by drugs in seriously undermining this.
3. The Ministry differentiates between habitual abuse of drugs and drug dealing, which should be condemned and punished, and experimentation or peer-group led abuse which should be dealt with in the context of restorative justice.
4. Studies on drug usage in the country point to an increase in drug abuse across all communities, irrespective of wealth, although usage rates and drugs of choice vary between communities, based on access and cost. Evidence indicates that school communities are particularly vulnerable and drug use by learners is on the increase in both rural and urban schools, including primary schools. These reports also indicate a high correlation between drug abuse and other anti-social and high-risk behaviour typical of countercultures such as violence, sexual violence, gangsterism and theft. Equally reports link drug abuse with prevalence levels of HIV/AIDS and hence early death.
5. This policy does not attempt to regulate drug use and abuse by educators, which is dealt with in the Educator's Employment Act (1998) which calls for mandatory dismissal for an educator found in possession of any intoxicating, illegal or stupefying substance while at work.
6. The key thrust of the policy is to help and support not only those learners who abuse drugs, but also the majority of learners and staff who do not use drugs but who may be affected by the usage of drugs by others, while assisting and supporting learners with a drug problem, as long as they are prepared to co-operate with educators and other professionals involved in the treatment and rehabilitation process.
7. It complements related policies and legislation on the control and management of drug abuse in schools, in particular the Regulations for Safety Measures at Public Schools, *Government Gazette* No. 22754 of 12 October 2001.
8. The Ministry believes that punitive approaches to drug abuse, while necessary, can only produce part of the solution, and takes the view that drug abuse is detrimental to humans on social, physical, emotional and psychological levels. It recognizes that drug use can result from experimentation and peer pressure, but also that misuse can lead to dependency, which is a primary, chronic and progressive health condition and essentially an issue of public health.
9. In recognition of the health and social underpinnings of drug abuse and dependency, it is the Ministry's intention not to condemn learners, but to ensure that those who require help for drug related problems are supported.

10. This policy framework therefore seeks to contribute towards effective prevention, management and treatment of drug use, misuse and dependence in public or independent schools and Further Education and Training Institutions. It is consistent with and complementary to the National Drug Master Plan 1999 – 2004 (Department of Welfare 1999) and has been formulated to give effect to the South African Constitution in terms of its provision for the right to a basic education, the right not to be unfairly discriminated against, the right to life, the right to privacy as well as bodily and psychological integrity. These rights can, however not be misused to protect illegal and destructive behaviour, which undermines the learning process.
11. This policy takes cognizance of principles contained in various relevant instruments and policies such as the United Nations Convention on the Rights of the Child as well as the Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners.
12. In all instances, it should be interpreted to ensure a supportive environment, ever mindful of the rights of learners and students with drug, abuse or dependency problems, as well as the rights of other learners, students, educators and members of the school community.

### **Guiding Principles**

13. The possession, use or distribution of illegal drugs, and the inappropriate possession, use or distribution of legal drugs, including alcohol and tobacco, is prohibited in South African Schools and this message should be delivered clearly and consistently within our school communities.
14. It is the Ministry's intention that all South African schools should become tobacco, alcohol and illicit drug-free zones.
15. All learning institutions should have clear policies on both prevention and intervention, underpinned by a restorative supportive orientation. These policies and procedures should be clearly communicated and disseminated to the school community in a culturally appropriate and inclusive way and should give priority to:
  - a. Developing safe and supportive school environments that value human dignity and celebrate innocence;
  - b. Educating the entire school community regarding drugs and the abuse thereof;
  - c. Developing a range of responses, for managing drug related incidents within the school, taking into account confidentiality, the nature of the incident, the circumstances of the learners involved, and the needs and safety of the school community;
  - d. Building capacity by giving educators, particularly those working with drug related incidents, access to professional development opportunities, provided by Provincial Departments of Education, other government departments or private providers;
  - e. Regular monitoring and evaluation of policies and procedures for managing drug related incidents in schools.
16. All information relating to drug use, misuse or dependency by a learner, should be treated as confidential. In the case of a learner, parents/guardians should be informed and involved at the earliest possible opportunity in any attempts to assist the learner. Where reports are required by the school, institution, or Department of Education from the treatment team as part of a relapse prevention programme, these should be furnished, with the learner's written permission, solicited in the presence of a parent/guardian in the case of a minor, to a designated and trained person. Where the learner refuses to co-operate school disciplinary procedures should be invoked.
17. The need for confidentiality cannot and should not prevent identification and prosecution of drug dealers and pushers.
18. In case of disclosure, educators and learners should be given support to handle confidentiality issues and be prepared to handle such disclosures. In certain circumstances where the safety of the learner or educator may be at risk, limited disclosure is acceptable to a specific educator. This is specifically in institutions where the learner is operating machines or other potentially dangerous apparatus.

### **Drug Screening/Testing**

19. By its very nature, drug testing is an invasion of privacy and may infringe the constitutional and personal rights of learners. It should therefore not be the first point of intervention.
20. Random drug testing is prohibited. There is no empirical evidence or justification for routine random testing of learners, to reduce usage. Drug testing should be used where there is reasonable suspicion that a child is using drugs. Testing must be implemented as part of a structured intervention or relapse prevention programme in an environment that is committed to safeguarding personal rights relating to privacy, dignity and bodily integrity according to school policy, medical/treatment procedures and ethical guidelines. The results of the testing cannot be made public but can be shared with the child's parent or guardian.

### **Searches**

21. Random searches of individuals are prohibited. Searches of learners can only be carried out by persons of the same gender as part of a structured intervention in a decent and orderly manner, if there is reasonable suspicion that the learner is in possession of a prohibited substance. Should a search be necessary, it should take place in the presence of the learner concerned, a person of their choice to support them and a second adult witness of the same gender.



## Education and Prevention

### Learners

22. The objective of preventive education is to negate, counteract or delay the likelihood experimentation with drugs by providing information about the dangers of their use and misuse, as well as to encourage those who are experiencing problems to get the help they need.
23. Drug education, included in the Learning Area of Life Orientation in the Revised National Curriculum Statement for Grades R to 9 and the National Curriculum for FET, will ensure that learners and students acquire age- and context-appropriate knowledge and skills, in order for them to adopt and maintain life skills and behaviour that will protect them from drug use, misuse and dependency.
24. Schools and institutions should, as far as possible, involve outside organizations specialising in drug education and intervention and other associated programmes to augment the education provided by the school-based educators.

### Parents/Guardians

25. Education and information on drug use, misuse and dependency as well as the policy of the school or institution concerning drug abuse should be made available to all parents/guardians of learners, as well as learners themselves, upon first registration at a school. Schools need to regularly interact with parents/guardians on drug abuse through workshops and information sharing sessions.

### Educators

26. Training should be provided for all educators on drug use, misuse and dependency management, and support provided where appropriate.
27. Appropriate course content should be developed for the pre-service and in-service training of educators to cope with drug related incidents within the schools.

### Intervention

28. Each case will be considered on its individual merits taking into account:
  - The nature of the incident
  - The learner / student's school and family history
  - Cultural background
  - Mental Health and intellectual ability
  - Any other relevant information
29. The Ministry of Education will support learners who want or need help, through an approach that is both restorative and supportive.
30. Learners and students who have experienced or are experiencing problems as a result of alcohol and drug use, misuse or dependency and accept treatment, will be entitled to appropriate assistance, and should not be denied the opportunity to receive an education or the right to reintegration into the same school community. However if such reintegration is deemed by the SGB and school management to be detrimental to the safety and discipline of the school the learner should be assisted in finding an alternative school.
31. In cases where the learner does not wish to make use of such help offered to him or her, or is found guilty of dealing in drugs the Provincial Departments of Education will have no choice but to take the necessary disciplinary action, which may include suspension or expulsion, as determined by relevant legislation. These measures should be integrated into a structured intervention involving the learner and the parents/guardian to encourage compliance, allowing the learner to be suspended pending enrollment in an appropriate rehabilitation or relapse prevention programme.

### School and Institution Management Plan

33. In order to meet the demands of the wide variety of circumstances posed by the South African context and to acknowledge the importance of governing bodies; learner representative councils as well as parents in the education partnership, it is envisaged that the Governing Body of a school, acting within its functions under the South African Schools Act (1996) and the Council of Further Education and Training Act (1998), or any provincial law, will give operational effect to the national policy framework working with other role-players in developing and adopting a drug use, misuse and dependency management plan that reflects the needs, ethos and values of the school or institution and its community.
34. The Code of Conduct adopted for learners at a school or students at an institution should include adequate provision regarding school or institution policy and procedure on drug use, misuse and dependency.
35. Major role players in the wider school community (NGOs, health care and medical professionals, SAPS and the Government Departments of Health, Social Development and Justice) should be involved in developing supportive management plans and procedures, and can assist in developing School and Institutional Management Plans.

### Implementation of this National Framework Policy on Drug Use, Misuse and Dependency

36. The implementation of this policy will be in accordance with the National Drug Master Plan and will cascade through the various levels within the education system.

### Regular Review

37. This policy will be reviewed regularly and adapted when and if necessary, to reflect changed circumstances.

### Definitions/Glossary

**Drug:** A substance that produces a psychoactive effect. In this policy the term drug is used generically to include tobacco and herbal cigarettes, alcohol, pharmaceutical drugs (prescribed and over the counter), illicit drugs, image and performance enhancing substances and inhalants and other volatile substances.

**Illicit/Illegal Drug:** A range of drugs which the production, sale, possession and use of is prohibited. These drugs include but are not limited to amphetamine, cocaine, dagga, ecstasy, heroin, LSD, mandrax.

**Inhalants:** Substances inhaled for their effect such as glue, thinners, petrol, aerosol sprays, paint, solvents etc.

**Image & Performance Enhancing Drugs:** A range of substances, some illicit others not, used to enhance sporting or athletic performance or body image, such as anabolic steroids.

**Pharmaceuticals:** Prescription and over the counter drugs available from a pharmacy. It is illegal to possess or use some of these drugs without a prescription.

**Psychoactive Substance:** A psychoactive substance alters the way in which the body and/or mind functions. It alters the way a person normally thinks, feels and behaves.

**Structured Intervention:** A controlled crisis where the user is confronted with the desperate reality of his or her situation and offered treatment.

**Reintegration into the school community:** Procedures for (re)engaging and supporting learners and educators in school attendance following a drug related interruption to their education/career.

**Relapse:** When a person has been abstinent for a period and starts using drugs again.

**Relapse prevention:** Procedures to help a person in recovery from dependency to remain abstinent.

**School community:** Learners, educators and other school staff including Governing Bodies and parents/guardians.

**Random drug testing/screening:** Picking people at random to be tested (usually urine) for the presence of drugs in the body.

**Experimentation:** First time or infrequent use.

**Use/occasional use:** Infrequent/occasional use **Misuse/Problematic use:** Regular, if infrequent, use with damaging consequences

**Dependency/Addiction:** Loss of control. Continuing to use despite the harmful consequences.

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