



# EDUCATION

### Introduction

**Education is the foundation of growth, both personally and within society. Providing access to quality education for all is one of the most important development challenges currently faced by South Africa.**

Education is a basic human right that is enshrined in international and national laws. Alleviating poverty, improving health and addressing inequalities are all influenced by educational policy and practice. No country has ever reduced poverty without creating sustained economic growth, and education plays a critical role in generating productivity and accelerating this growth. Its primacy is reflected in the commitment to achieve universal primary education in Goal 2 of the Millennium Development Goals (MDGs). In addition, education is part of MDG 1, which calls for the eradication of poverty and hunger, and Goal 3, which calls for the promotion of gender equality. Education is crucial for improving individual incomes, child and maternal health, and environmental sustainability. Its role goes beyond pure economic growth, by promoting social progress with well-documented links between education, public health and social issues.

Girls' education in particular can have long-term benefits, not only for the girls themselves, but also for their families and communities. For example, mothers with education are more likely to seek medical care, immunise their children, and provide them with better nutrition, thus reducing child mortality rates. Educated women are also more likely to send their children to school. In many countries, each year of school completed by a mother translates to her child remaining in school for an additional one-third to one-half of a year<sup>1</sup>.

In 2000, over 160 countries agreed on the Education For All (EFA) goals. These guarantee every child and adult the opportunity to transform their life through education.

#### The six EFA goals that were set for 2015 are:

- To expand early childhood care and education.
- To ensure all children, especially girls, complete free and compulsory, good quality primary education.
- To ensure equal access to learning and life-skills training for young people and adults.
- To achieve a 50% improvement in adult literacy rates.
- To achieve gender equity in primary and secondary education.
- To improve the quality of education – especially in literacy, numeracy and life skills.

Two of the EFA targets were incorporated into the MDGs - completion of primary schooling for all children, and elimination of gender inequality at all levels of education<sup>2</sup>.

### Facts

- 80 million children are not in school.
- Almost 1 billion adults are illiterate.
- 1 in 5 people in the world are denied their fundamental right to an education.
- At current rates of progress, at least 75 countries will not achieve universal primary education by 2015.
- Less than one sixth of South African children between 0-7 receive any form of Early Childhood Development (ECD) and about 84% do not have access to formal ECD<sup>3</sup>.
- 79% of South African schools do not have libraries and 60% do not have laboratories.
- If a South African learner drops out of school before completing Grade 12, the chances of them finding employment are not significantly higher than someone without any schooling at all.
- 30,000 teachers in South Africa leave the profession annually, with only 7,000 new teachers entering it each year<sup>4</sup>.

### International

Since the EFA goals and MDGs were established, the number of children entering primary school has increased, educational financing has risen, and there are more girls at school than ever before. Enrollment in primary school in Sub-Saharan Africa increased from 56% in 1999 to 70% in 2006. While this progress is commendable, education is still denied to 75 million children – almost half of the children in sub-Saharan Africa do not attend school. In addition, only a quarter of children in the region of secondary school age are in school and 38 million children of preschool age are not enrolled<sup>5</sup>.

The main reason why children are not at school is poverty. The cost of school fees and materials often prevents parents from being able to send their children to school. Other reasons are: the required institutions may not exist in their areas; there are too few teachers to cater for the children; or the children need to work to help provide for the family, instead of going to school. This last point appears to affect girls more than boys and inequality remains a stumbling block to achieving education for all. Differing cultural values often mean boys get priority over girls when it comes to schooling, or girls may be kept home to help with household duties.

The likelihood of achieving the EFA goals and MDGs by 2015 is being hampered by poor quality education, the high cost of schooling and persistently high adult illiteracy rates (primarily affecting women). Inequality remains the biggest obstacle. Almost all children aged seven in Organisation for Economic Cooperation and Development (OECD) countries are enrolled in primary school, while the rate for sub-Saharan Africa is just 40%<sup>6</sup>. Inequalities within the countries themselves are also apparent, as is the case in South Africa.

1 World Bank. Education. <http://go.worldbank.org/1L4BH3TG20>  
2 [http://www.unesco.org/education/efa/ed\\_for\\_all/](http://www.unesco.org/education/efa/ed_for_all/)

3 Young Lives. Statistical Data On The Status of Children Aged 0-4 In South Africa. June 2007 [http://www.unicef.org/southafrica/SAF\\_resources\\_younglives.pdf](http://www.unicef.org/southafrica/SAF_resources_younglives.pdf)

4 Global Campaign for Education Report 2007  
[http://www.oxfam.org.uk/resources/policy/education/downloads/gce\\_nuptoscratch.pdf](http://www.oxfam.org.uk/resources/policy/education/downloads/gce_nuptoscratch.pdf)  
South Africa Education Crisis: Call in the people, December 2008  
<http://allafrica.com/stories/200812080699.html>

5 Are the Dakar Education for All goals slipping away? Id21 Education  
<http://www.id21.org/education/e1efa6g1.html>

6 Overcoming Inequality: Why Governance Matters', UNESCO Education for All Global Monitoring Report 2009, <http://www.efareport.unesco.org/>



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Education is the most powerful weapon which you can use to change the world.

- Nelson Mandela, Former President of South Africa

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### South Africa

The former Department of Education described education in South Africa as a “national emergency”<sup>7</sup>. This is the context that the newly appointed sector bodies have inherited following the April elections. The prevailing challenges are the result of 40 years of apartheid education, in which white South Africans received quality education, while black South Africans were deemed mere labourers and severely limited in all forms of schooling. The curriculum under apartheid perpetuated inequalities by promoting values and cultural beliefs that attempted to legitimise unequal relations. This affected the mindset of the population, which effectively sustained the apartheid system itself<sup>8</sup>. With blacks deemed unworthy of education for so long, 15 years of democracy has not been enough to address the glaring inequalities. Lack of quality teachers, poor functioning of schools, difficulties with teacher retention, absenteeism from both students and teachers, and lack of management and leadership at schools are all contributing factors to the challenges faced by the South African education system.

Education is among the most basic constitutional rights, enshrined in Section 27 of the Constitution, yet aside from unemployment, it remains the biggest cause of poverty<sup>9</sup>. Education and unemployment are closely linked. The major cause of poverty for most South Africans is lack of earned income. This in turn is largely due to unemployment. Education is critical to alleviating poverty, as it increases employment opportunities and raises levels of earned income. Statistically, those with a college degree or diploma make up just 4.1 % of the unemployed population, with the figure dropping to 0.69% for those with a university degree<sup>10</sup>.

South Africa spends proportionately more on education than many other countries. In 2006, education accounted for 5.4% of Gross Domestic Product (GDP) spend, higher than in Germany, Indonesia and

Ireland. Despite billions of rands being spent, illiteracy and quality education remain major blocks to growth. Local learners perform far worse than their peers in other developing countries – including African countries – in international tests<sup>11</sup>. Illiteracy rates are high, at an estimated 24% of people over 15 years old; teachers in township schools are poorly trained, and the matriculation pass rate remains low. While 65% of whites over 20 years old and 40% of Indians have a high school or higher qualification, this figure is only 14% among blacks and 17% among the coloured population<sup>12</sup>. Performance in maths and sciences is particularly poor, with less than 7% of Senior Certificate candidates passing Higher Grade maths in the last 16 years. In a global ranking, South Africa’s school system falls behind that of Botswana, Kenya, Mauritius, the Seychelles and Brazil<sup>13</sup>.

The lack of quality teachers has had a tremendous impact on the country’s performance. Many of today’s teachers were educated under the apartheid regime, and as a result did not experience quality education themselves. Without best practice and knowledge sharing from experienced trainers to fall back on, the motivation, confidence and morale of teachers is low<sup>14</sup>. This has led to high levels of teacher absenteeism. Efforts to transform the educational system have largely been driven by government, without the leadership of educators themselves.

### Outcomes-Based Education (OBE)

The controversial outcomes-based system of education (OBE) was introduced in 1997 by the Department of Education.

#### The main objectives of the system were to:

- Remove artificial boundaries between education and training by integrating theoretical and practical learning and teaching.
- Produce education and training relevant to the needs of individual learners.
- Establish a flexible education and training system, which would offer different routes through which learners could gather credits and gain qualifications.

However, after more than 10 years of implementation, national and international school test results have questioned the success of the model. The statistics regarding South African standards in maths and science have generated much discussion. In a recent study, South African Grade 8 learners ranked last out of 50 countries, and the World Economic Forum ranked the country 120th for maths and science, well behind Zimbabwe, which ranked 71st. Despite further resources and investment by both government and the private sector, little gains

7 Back to Basics Approach to Quality Education  
[http://www.sangonet.org.za/portal/index.php?option=com\\_content&task=view&id=8084&Itemid=1](http://www.sangonet.org.za/portal/index.php?option=com_content&task=view&id=8084&Itemid=1)

8 “The enduring legacy of apartheid in education”. 23 March 2008, Dr. Siphoswe Sepepe - SA Institute of Race Relations <http://www.herana-gateway.org/article/43>

9 Millennium Development Goals & the Realisation of Economic and Social Rights in South Africa: A Review Working Paper: ESR Unit: Research, Documentation & Policy Analysis Program (December, 2008)  
<http://www.sahrc.org.za/sahrc/cms/downloads/ESR%20Working%20Document.pdf>

10 A Human Crisis: Poverty in South Africa. Tony Stone  
<http://www.knowledgeworks.co.za/Archives/AHumanCrisis.pdf>

11 Doubling For Growth. Addressing the maths and science challenge in South Africa’s schools.  
 Centre for Development and Enterprise, October 2007  
[http://www.cde.org.za/article.php?a\\_id=264](http://www.cde.org.za/article.php?a_id=264)

12 South African info <http://www.southafrica.info/about/education/education.htm>

13 SAIRR Today: Education - An Overview - 14 November 2008

[http://www.sairr.org.za/sairr-today/news\\_item.2008-11-14.7471723600/?searchterm=Education](http://www.sairr.org.za/sairr-today/news_item.2008-11-14.7471723600/?searchterm=Education)

14 Back to Basics Approach to Quality Education  
[http://www.sangonet.org.za/portal/index.php?option=com\\_content&task=view&id=8084&Itemid=1](http://www.sangonet.org.za/portal/index.php?option=com_content&task=view&id=8084&Itemid=1)

are being made. There is a shortage of qualified science and maths teachers, and the supply is simply not keeping pace with demands<sup>15</sup>. Teachers lacking the required depth of subject knowledge and skills are servicing over-populated, under-resourced schools, and this has been identified as the main cause for failure of the OBE system. The government recently called for an intensive revision of OBE, which could lead to a phasing out of the system<sup>16</sup>.

A recent study by the OECD affirms that while the South African education system has achieved positive results overall, it is still in the process of transition and is suffering from a lack of resources and infrastructure. Problems mentioned in the study include poor teacher education, inadequate financing and the marginalisation of ECD and adult basic education<sup>17</sup>.

While funding to historically white and black schools is now evenly distributed, the performance of historically black schools is dismal. This is a result of inequalities in family backgrounds and in the classroom, which result in differences in the quality of teaching and the level of student discipline<sup>18</sup>.

According to Stats SA, 95.5% of children of primary school-going age (7-13) were enrolled in school in 2007. However, numbers indicating quantitative data do not reflect qualitative measures. Concerns around increased access at the expense of quality are reflected in the poor competencies of learners at various levels. A Grade 3 departmental systemic evaluation revealed listening and comprehension scores of 68%, reading and writing scores of 39% and numeracy scores of just 30%<sup>19</sup>.

Tests performed in 2005 at Grade 6 level in the Western Cape showed that only 5% of learners in township schools were able to read at appropriate levels, with only 2% being able to perform in maths to the required level. In contrast, the former model C schools<sup>20</sup> showed corresponding figures of 85% (for reading) and 63% (for maths). Figures show that an overwhelming majority of poor schools are dysfunctional, despite the equalisation of government expenditure per pupil since 1994.

According to the Development Bank of Southern Africa, the difference in performance between urban and rural or township schools indicates that the education system in South Africa remains highly stratified, with two systems in place. Learners in the rural and poorer provinces such as Mpumalanga, Limpopo, the Eastern Cape and KwaZulu-Natal remain at a disadvantage and continue to perform worse than more urban provinces such as the Western Cape and Gauteng. The reasons for this divide are complex, since research shows that simply providing more funds or increased physical infrastructure has a small impact on poor schools.

Their failures are related to how the education process is being ordered, managed and translated into classroom practice. The structure of the relationship between the national education department, responsible for policy, and provincial departments, responsible for delivery, is leading to unequal and inconsistent outcomes<sup>21</sup>. 13,912 out of 26,099 schools in South Africa are rated "very poor". They face challenges of safety, violence, absenteeism from both students and teachers, and a lack of proper infrastructure to support quality teaching<sup>22</sup>.

To address the persistence of inequality in education, a number of department initiatives have been prioritised. These include a focus on Dinedi schools (a government/private sector partnership) that

provides the basis for targeted improvements in maths and science outcomes. The QIDS-up (Quality Improvement and Development Strategy) programmes look at quality infrastructure improvements for poorer schools, including libraries, laboratories and sports fields. But despite these policies, more focus on poorer schools in the townships and rural areas and coordination is urgently needed for the most disadvantaged to benefit from these initiatives<sup>23</sup>.

### Early Childhood Development (ECD)

ECD is of great importance in boosting competency and contributing to long-term sustainable growth. In South Africa, children aged between 0-4 represent almost 10% of the country's population. Children's lives, especially in rural areas, are directly affected by HIV/AIDS, unemployment and poverty. These children have rights that are protected by the Constitution and various laws, but many do not enjoy these rights.

Scientific research indicates that the early years are critical for development, as the brain undergoes the most significant growth and development in the first three years of life. This is the time to promote the acquisition of language, motor skills, problem-solving and relationship-building by providing stimulation. The experiences and relationships in the earliest years of life play a critical role in a child's ability to be healthy, ready to learn and equipped to deal with adulthood<sup>24</sup>.

It is clear that children need quality ECD to prepare for formal education. The government's National Integrated Plan for Early Childhood Development (2005) attempts to address these needs, stemming from the Department of Education's nationwide audit of early childhood provision in 2000. The audit found that less than one sixth of children between 0-7 years of age were in any form of ECD care, and that around 84% did not have access to formal ECD provision<sup>25</sup>. The plan, however, is limited in scope, as it focuses primarily on children from 0-4 years of age.

Beyond the needs of children, adult literacy is also an area of concern. According to Project Literacy, 4.7 million adults in South Africa have never gone to school and are totally illiterate. A further 4.9 million adults are functionally illiterate<sup>26</sup>. Improving the literacy and numeracy skills of adults will have a positive effect not only on themselves, but on their children and the broader communities<sup>27</sup>.

### Adult education

An outcomes-based programme, the Adult Basic Education and Training (ABET) was introduced in 2000 to provide basic learning tools, knowledge and skills, and provides learners with nationally recognised qualifications. It is available to adults who want to finish their basic education, and combines numeracy, literacy and other core learning areas with a skills-training component. In addition, learners receive general life-skills education, tailored to their needs and based on age and geographical location. In 2006, formal ABET programmes reached more than 200,000 adult learners. A further 300,000 learners were reached through other programmes implemented by the public and private sector, non-governmental organisations (NGOs) and sector education and training authorities (SETAs). However, this falls short of the literacy target of 4.7 million adults by 2012. The private education sector and NGOs have stepped in to fill the gap and offer ABET learning at Private Adult Learning Centres. These are supported through private and public donors, but they are required to register with the Department of Education and comply with quality assurance standards<sup>28</sup>.

15 Science of Social Responsibility <http://www.mg.co.za/article/2008-03-11-science-of-social-responsibility>

16 [http://www.dbsa.org/Research/Documents/education\\_10%20point%20plan\\_131108.pdf](http://www.dbsa.org/Research/Documents/education_10%20point%20plan_131108.pdf)

17 Reviews of National Policies for Education - South Africa

[http://www.oecd.org/document/58/0,3343,en\\_2649\\_39263231\\_41422650\\_1\\_1\\_1\\_1,00.html#2](http://www.oecd.org/document/58/0,3343,en_2649_39263231_41422650_1_1_1_1,00.html#2)

18 SA's 'wage apartheid'. Adam Plowright, May 16, 2008 <http://business.iafrica.com/features/937200.htm>

19 Back to Basics Approach to Quality Education. <http://www.ngopulse.org/article/back-basics-approach-quality-education20>

Former Model C Schools traditionally served the white elite during apartheid, having resources considerably more resources than other schools.

21 Graeme Bloch, Education Specialist DBSA: Township and Rural Schools continue to be marginalised as inequality in the education system persists.

22 Boost for Poor Schools. Mail and Guardian April 7, 2008 <http://www.mg.co.za/article/2008-04-07-boost-for-poor-schools>

23 Ibid 20.

24 Guidelines for early Childhood Development Services. Department of Social Development.

<http://www.welfare.gov.za/Documents/2006/earlychd.pdf>

25 Young Lives. Statistical Data On The Status of Children Aged 0-4 In South Africa.

June 2007 [http://www.unicef.org/southafrica/SAF\\_resources\\_younglives.pdf](http://www.unicef.org/southafrica/SAF_resources_younglives.pdf)

26 According to UNESCO, a "functionally illiterate person" has either lost or never properly acquired adequate reading and writing skills necessary to function in present day society.

27 Project Literacy <http://www.projectliteracy.org.za/>

28 Adult Basic Education and Training [http://sapublishing.cet.uct.ac.za/index.php5/Adult\\_Basic\\_Education\\_and\\_Training](http://sapublishing.cet.uct.ac.za/index.php5/Adult_Basic_Education_and_Training)

In 2007, government launched a R6.1 billion five-year campaign to teach basic literacy and numeracy<sup>29</sup>. However, the percentage of people attending, and more importantly completing, the courses is low. This is due to several reasons, some of them being the fragmented approach and the lack of a core policy and strategic plan across various government departments and NGO initiatives, as well as a lack of understanding of adults' needs, which is essential to design practical and attractive courses. The challenge is not only illiteracy, but dysfunctional semi-literacy, which primarily affects young adults. They have no career opportunities, lack skills and find themselves in a circle of unemployment and crime. Investment in literacy programmes should be expanded to include this marginalised group<sup>30</sup>.

### Quality in education

According to the Centre for Development Enterprises (CDE), in 2006, there were fewer Higher Grade maths and science passes than in 2005. Approximately 4.8 % of matric candidates passed Higher Grade mathematics and approximately 21% passed standard grade. In 2007, the HG pass rate dropped to 4.5%. A survey conducted by the CDE revealed that in 2007, less than 7% of Senior Certificate candidates had passed Higher Grade maths in the last 16 years<sup>31</sup>.

While access to education is not the principle problem in South Africa at present, quality certainly is. Quality education is essential to equip learners with the academic and cognitive skills necessary for higher education or employment. It is critical for poverty alleviation. According to the MDG mid-term report, South Africa is on track to meeting the goals on universal primary access, with 98% of 7–13-year-old children having attended education institutions in 2006, and 98% of 18-year-olds having completed Grade 7 or above in 2006. However, one must question what this actually translates in with regards to pass rates, attendance and skills acquired<sup>32</sup>.

Quality is a problem from primary schooling through to higher education and even adult education. Poor literacy and numeracy achievement levels, low scores in maths and science and low enrollment rates at higher education institutions, are indicative of this.

Once basic education has been completed, transition from Grade 12 to higher education is problematic. South Africa's higher education participation rate of between 15-18% is below the 20% benchmark given to middle-income countries by international organisations<sup>33</sup>. The educational inequalities fostered during apartheid, combined with the growing pressures of globalisation, have led to an increased mismatch of skills within the labour market and a shortfall of skilled labour in many sectors. In 2006, the Department of Labour identified skills shortfalls totalling 205,370 people in management, the professional sectors, technical work and trade<sup>34</sup>. As a consequence, 32.8% of South African businesses pointed out labour skills

shortages as a major constraint to growth, according to a World Bank survey.

### Further education and training

The National Plan for Higher Education was designed largely to remedy this, with a Further Education and Training (FET) mandate to address the broad socio-economic issues of unemployment, income inequality and poverty, by creating opportunities for young people and adults to further their education and become employable, and to encourage on-the-job training<sup>35</sup>. However, in 2001, public FET colleges underwent restructuring, but did not receive additional funding to support their transformation, unlike Higher Education (HE) institutions, which were prioritised in their funding needs towards transformation<sup>36</sup>. The public FET colleges budgets allocated by provincial governments for the period 2004/2005 were on average 50 times smaller than public school budgets, with the Eastern Cape and KwaZulu-Natal at the bottom of the list<sup>37</sup>. Despite the FET sector in South Africa being considered a major contributor to the reduction of skills shortages, rates of job placement for FET college graduates are extremely low, at about 34% of annual college leaving-cohorts<sup>38</sup>. The reasons for this include employment opportunities recently shifting towards the service sector, claims of poor quality and outdated training at the FET colleges (as perceived by employers) and the continued racialisation of the labour market long after the demise of apartheid legislation<sup>39</sup>.

Under the Jacob Zuma led, government, the Department of Education has been split into two entities: the Ministry of Further Education and Training and the Ministry of Basic Education. According to analysts, this strategy acknowledges the need for further development in the latter, which is seen to have been neglected by education policies focusing on "Basic Education for All" since 1994.

Further financial support for FET, clear definition of high, low and intermediate skills, the incorporation of aspects of both theory and practice in the curriculum, as well as the creation of direct links between learning institutions and employers, are major issues that the Zuma administration will have to face.

### Why invest in education?

Education is the foundation for development.

The educational needs of children are of paramount importance if they are to reach their full potential and become productive, stable members of South African society. While South Africa spends a higher percentage of its GDP on education than most other countries, the quality of education is still relatively poor. There is a need for better coordination and sharing of resources, in order to have a better impact. Efforts must be made to continue to increase access to education, improve quality and ensure that every child, whether from a poor, wealthy, rural, or urban environment receives an education to provide them with necessary skills.



29 Department of Education officials briefing to the media regarding Department of Education programmes, priorities and state of readiness for 2009 <http://www.polity.org.za/article/sa-handle-director-general-duncan-handle-and-department-of-education-officials-briefing-to-the-media-regarding-department-of-education-programmes-priorities-and-state-of-readiness-for-2009-03122008-2008-12-03>

30 <http://www.ngopulse.org/article/literacy-crisis>

31 <http://www.cde.org.za/article.php?id=265>

32 Millennium Development Goals & the Realisation of Economic and Social Rights in South Africa: A Review Working Paper: ESR Unit: Research, Documentation & Policy Analysis Programme (December, 2008)

<http://www.sahrc.org.za/sahrc/cms/downloads/ESR%20Working%20Document.pdf>

33 UCT-Development Policy Research Unit: Skills Shortages in South Africa 2007. Pg.23

34 HSRC: Human Resources Development Review 2008

35 Ibid 28

36 Ibid 29. Pg. 162

37 Ibid 29. Pg. 175

38 Ibid 29, pg. 486

39 Ibid 29, pg. 495

### Investing in education is an investment in South Africa's future.

The country needs educated, skilled and literate citizens to help it grow and thrive; without access to decent schools, dedicated teachers, books and other resources, children face an uphill battle to educate themselves and improve their circumstances. Many organisations are making inroads to improve the state of education by supporting community initiatives and addressing educational needs.

### Successful sector practices

Research on the impact of educational projects, both in South Africa and abroad, highlights key practices for achieving a greater impact in the sector.

#### Among others, SASIX highlights:

- Improving teachers' service conditions: this positively impacts on teachers' morale, enhances the attractiveness of the teaching profession, the performance of teachers in their duty and the overall quality of education received by learners.
- Community-based centres: they have improved communities' education levels in countries like India, where they provide wide-ranging education on practical skills, learning support, entrepreneurial skills and training on biodiversity, horticulture and nutrition.
- Teaching science through creative activities, with emphasis on learning-by-doing: this helps to motivate learners, fosters understanding and encourages learners to practically apply their knowledge in their close environments.
- Contextualising literacy tasks within people's daily lives and aspirations: many people wish to be able to engage better with savings and credit schemes, enhance their agricultural practices, or gain better access to markets.

### Links

#### International

EFA Global Monitoring Report 2009. Overcoming Inequality. Why Governance Matters  
[unesdoc.unesco.org/images/0017/001776/177683E.pdf](http://unesdoc.unesco.org/images/0017/001776/177683E.pdf)

ELDIS Resource guide – Education  
[www.eldis.org/go/topics/resource-guides/education](http://www.eldis.org/go/topics/resource-guides/education)

Global Campaign for Education  
[www.campaignforeducation.org/](http://www.campaignforeducation.org/)

UNESCO - Education  
[www.unesco.org/en/education/](http://www.unesco.org/en/education/)

#### South Africa

Changes in Education Since 1994. Nick Taylor, Brahm Fleisch, Jennifer Shindler, February 2008 [www.jet.org.za/item.php?i\\_id=273](http://www.jet.org.za/item.php?i_id=273)

Millennium Development Goals & the Realisation of Economic and Social Rights in South Africa: A Review  
[www.sahrc.org.za/sahrc/cms/downloads/ESR%20Working%20Document.pdf](http://www.sahrc.org.za/sahrc/cms/downloads/ESR%20Working%20Document.pdf)

Centre for Education Policy Development  
[www.cepd.org.za](http://www.cepd.org.za)

Department of Education  
[www.education.gov.za](http://www.education.gov.za)

#### On the basis of these practices, SASIX supports:

- Programmes that promote partnership between provincial and national departments of education to undertake research and promote models of best practice.
- Programmes that build the leadership, management and governance capacity of school governing bodies, principals and senior teaching staff through training and mentoring.
- Projects that support teacher training, including supervision or mentoring, to equip teachers to manage classes, particularly in the under-resourced areas of mathematics, science, technology and African language teaching.
- Initiatives that provide financial assistance to learners to access FET and higher education and the acquisition of skills that prepare learners for the job market.
- Programmes that build bridges between FET and the labour market for learners, in the form of apprenticeships and learnerships.
- Initiatives that provide additional infrastructure to under-resourced schools, enabling access to classrooms, books, laboratories, toilets, water-wise gardens, electricity and safe drinking water.
- Projects that equip schools and train teachers in Information and Communications Technology, particularly computer laboratories with internet connectivity for learners to gain ICT skills and use computers for cross-curricular learning.
- Programmes that address gaps in life skills teaching, including teaching learners about HIV/AIDS, career guidance and values.
- Programmes that assist school communities in supplementing children's nutrition through the establishment of school vegetable gardens and cooking programmes.
- Programmes that teach literacy, numeracy and life skills to adults through community- and workplace-based Adult Basic Education.
- Projects that increase the access of previously disadvantaged people to reading and books through community libraries and library initiatives, particularly those providing books in the mother-tongue.
- Programmes that focus on education for parents, caregivers and communities, to transfer knowledge and skills in ECD.
- Programmes that provide quality in-service training in ECD, care and development for those working in pre-school centres, crèches, playgroups and home-based ECD facilities.
- Programmes that promote access to quality, sustainable, holistic ECD for girls and boys aged 0-6 in vulnerable communities, and raise awareness of the need for children to achieve the outcomes of the Grade R curriculum in preparation for schooling.