

EDLS018

Educational Leadership in South Africa Lecture 2 Issues in education provision

Institute of Educational Leadership
University of Jyväskylä
Lecturer
Prof J Beckmann

BIRD'S EYE VIEW

Table 2: Number of learners, educators and schools in ordinary public and independent schools, by province and indicative pre- and post-demarcation shifts (old and new provincial boundaries), in 2006

Province	Learners		Educators		Schools	
	Pre	Post	Pre	Post	Pre	Post
Eastern Cape	2 165 594	2 101 769	64 926	63 157	6 035	2 856
Free State	666 346	666 346	23 456	23 456	1 821	1 821
Gauteng	1 770 110	1 850 072	67 620	60 233	2 246	2 369
KwaZulu-Natal	2 709 408	2 773 634	83 960	85 729	5 827	5 976
Limpopo	1 931 207	1 763 051	58 295	53 401	4 340	4 076
Mpumalanga	544 198	1 102 837	27 721	32 364	1 848	2 101
North West	505 256	784 136	31 085	36 677	2 158	1 960
Northern Cape	210 991	261 736	6 680	8 706	436	622
Western Cape	578 626	978 628	32 842	32 842	1 551	1 551
National	12 302 236	12 302 236	386 595	386 595	26 292	26 292

Education Statistics 2006

Institute of Educational Leadership

DISCUSSION

The need to foreground equality

The Interim Constitution of the Republic of South, 1993, speaks of a divided past and inequalities in terms of divisions:

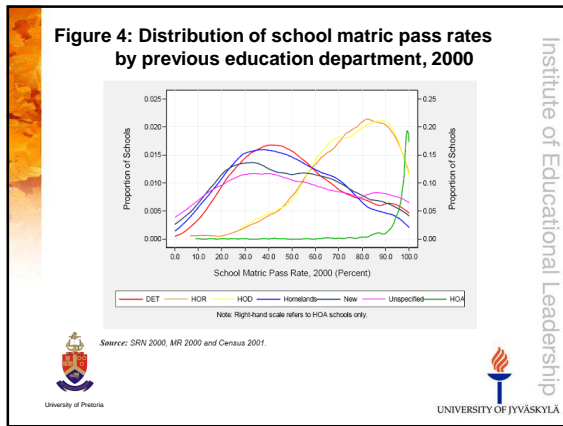
This Constitution provides a historic bridge between the past of a deeply divided society characterised by strife, conflict, untold suffering and injustice, and a future founded on the recognition of human rights, democracy and peaceful co-existence and development opportunities for all South Africans, irrespective of colour, race, class, belief or sex.

The preamble of the South African Schools Act, 1996 (Act 84 of 1996) refers to the victory of democracy over inequality and the challenges that face the new education system as follows:

... the achievement of democracy in South Africa has consigned to history the past system of education which was based on racial inequality and segregation; and ... this country requires a new national system for schools which will redress past injustices in educational provision, provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people's talents and capabilities, advance the democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination ...

John Beckmann and Julia Prinsloo, University of Pretoria and CELP (South Africa)

Institute of Educational Leadership



**LANGUAGE IN EDUCATION POLICY
14 JULY 1997**

- 1 The parent exercises the minor learner's language rights on behalf of the minor learner.
- 2 The learner must choose the language of teaching upon application for admission to a particular school.
- 3 Where a school uses the language of learning and teaching chosen by the learner, and where there is a place available in the relevant grade, the school must admit the learner.
- 4 Where no school in a school district offers the desired language as a medium of learning and teaching, the learner may request the provincial education department to make provision for instruction in the chosen language. The provincial education department must make copies of the request available to all schools in the relevant school district.

University of Pretoria

UNIVERSITY OF JYVÄSKYLÄ

**LANGUAGE IN EDUCATION POLICY
14 JULY 1997 continued**

- 1 The provincial education department must keep a register of requests by learners for teaching in a language medium which cannot be accommodated by schools.
- 2 In the case of a new school, the governing body of the school in consultation with the relevant provincial authority determines the language policy of the new school in accordance with the regulations promulgated in terms of section 6(1) of the South African Schools Act, 1996.
- 3 It is reasonably practicable to provide education in a particular language of learning and teaching if at least 40 in Grades 1 to 6 or 35 in Grades 7 to 12 learners in a particular grade request it in a particular school.
- 4 The provincial department must explore ways and means of sharing scarce human resources. It must also explore ways and means of providing alternative language maintenance programmes in schools and/or school districts which cannot be provided with and/or offer additional languages of teaching in the home language(s) of learners.

University of Pretoria

UNIVERSITY OF JYVÄSKYLÄ

**LANGUAGE IN EDUCATION POLICY 14
JULY 1997 continued**

1 Any interested learner, or governing body that is dissatisfied with any decision by the head of the provincial department of education, may appeal to the MEC within a period of 60 days.

2 Any interested learner, or governing body that is dissatisfied with any decision by the MEC, may approach the Pan South African Language Board to give advice on the constitutionality and/or legality of the decision taken, or may dispute the MEC's decision by referring the matter to the Arbitration Foundation of South Africa.





Institute of Educational Leadership

Section 29(2) of the Constitution of 1996:

(2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account

- (a) equity;
- (b) practicability; and
- (c) the need to redress the results of past racially discriminatory laws and practices.





Institute of Educational Leadership

**SASA S6
Language policy of public schools**

(1) Subject to the Constitution and this Act, the Minister may, by notice in the Government Gazette, after consultation with the Council of Education Ministers, determine norms and standards for language policy in public schools.

(2) The governing body of a public school may determine the language policy of the school subject to the Constitution, this Act and any applicable provincial law.

(3) No form of racial discrimination may be practised in implementing policy determined under this section.



Institute of Educational Leadership

Proposed changes
EDUCATION PORTFOLIO COMMITTEE, 5 September 2006
Address by the Minister of Education
Naledi Pandor, MP
At the language colloquium, Cape Town

We have agreed that our language in education policy and practice should be shaped in a manner that promotes the achievement of these three important imperatives:

- increased use of and competence in the mother tongue, as a medium of instruction, at least in primary school
- improved ability in a second language, such as English, to support further study and respond to the legitimate desires of parents and learners
- the development of communicative ability in at least one African language, for all South African children (multilingualism).





Institute of Educational Leadership

The major obstacles we face in promoting mother-tongue learning are that many of the parents still prefer their children to be taught through the medium of the English language.

The obstacle that this preference creates is compounded by the fact that not enough teachers have been adequately prepared to teach in English.

The conclusion reached was the following: "English is the language of perceived potential upward educational mobility among almost all black Africans; Afrikaans maintains some strengths at all levels and African languages, even at the lowest levels in the system, are considered as having a subsidiary role that diminishes yet further as the black child climbs through the system" (p. 203, HSRC investigation).



Institute of Educational Leadership
