

EDLS018

Educational Leadership in South Africa
Lecture 3
Legal and policy reform since 1980



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5 The ANC Implementation Policy for Education and Training

This document set out how the Policy Framework was to be implemented as opposition parties criticized the ANC for propagating ideas that could not be implemented.

6 The Interim Constitution of 1993

This Constitution guided the elections of 1994 and contained the principles and foundations on which the country would be transformed. It contained a bill of rights with education provisions. These provisions were reviewed when the final Constitution was adopted in 1996 but remained essentially the same.



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7 White Paper on Education and Training

White Paper on Education and Training
Notice 196 of 1995
Department of Education
Parliament of the Republic of South Africa
Cape Town, 15 March 1995

It proposed three pillars of education provision:

- Access
- Equality
- Redress / Equity

These were government policy and have not been changed since their adoption and are therefore still principles of education provision.





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7 White Paper on Education and Training
continued ...

It espoused an integrated approach to education and training – mobility between the formal education and training sectors / systems. The principle of recognition of Prior Learning (RPL) was introduced along with a national Qualifications Framework and Lifelong Learning.

In 1995, as their educators and administrators were absorbed into new non-racial national and provincial departments, the pre-democratic ethnic departments would dissolve and their separate institutional cultures, personal networks and community relations, good and bad, faced extinction.



A transformative culture was adopted.

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Values and Principles of Education and Training Policy



- 1 Education and training are basic human rights. The state has an obligation to protect and advance these rights, so that all citizens irrespective of race, class, gender, creed or age, have the opportunity to develop their capacities and potential, and make their full contribution to the society.
- 2 Parents or guardians have the primary responsibility for the education of their children, and have the right to be consulted by the state authorities with respect to the form that education should take and to take part in its governance. Parents have an inalienable right to choose the form of education which is best for their children, particularly in the early years of schooling, whether provided by the state or not, subject to reasonable safeguards which may be required by law. The parents' right to choose includes choice of the language, cultural or religious basis of the child's education, with due regard for the rights of others and the rights of choice of the growing child.

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Values and Principles of Education and Training Policy
continued ...



- 3 The over-arching goal of policy must be to enable all individuals to value, have access to, and succeed in lifelong education and training of good quality. Educational and management processes must therefore put the learners first, recognizing and building on their knowledge and experience, and responding to their needs. An integrated approach to education and training will increase access, mobility and quality in the national learning system.
- 4 The system must increasingly open access to education and training opportunity of good quality, to all children, youth and adults, and provide the means for learners to move easily from one learning context to another, so that the possibilities for lifelong learning are enhanced. The Constitution guarantees equal access to basic education for all. The satisfaction of this guarantee must be the basis of policy.

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Values and Principles of Education and Training Policy continued
 ...



- 5 In achieving this goal, there must be special emphasis on the redress of educational inequalities among those sections of our people who have suffered particular disadvantages, or who are especially vulnerable, including street children, out-of-school youth, the disabled and citizens with special educational needs, illiterate women, rural communities, squatter communities, and communities damaged by violence.
- 6 The state's resources must be deployed according to the principle of equity, so that they are used to provide essentially the same quality of learning opportunities for all citizens. This is an inescapable duty upon government, in the light of this country's history and its legacy of inequality, and it is a constitutional requirement.
- 7 The improvement of the quality of education and training services is essential. In many of the schools and colleges serving the majority of the population there has been a precipitous decline in the quality of educational performance, which must be reversed. But quality is required across the board. It is linked to the capacity and commitment of the teacher, the appropriateness of the curriculum, and the way standards are set and assessed.

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Values and Principles of Education and Training Policy continued ...



- 8 The rehabilitation of the schools and colleges must go hand in hand with the restoration of the ownership of these institutions to their communities through the establishment and empowerment of legitimate, representative governance bodies.
- 9 The principle of democratic governance should increasingly be reflected in every level of the system, by the involvement in consultation and appropriate forms of decision making of elected representatives of the main stakeholders, interest groups and role players.
- 10 The restoration of the culture of teaching, learning and management involves the creation of a culture of accountability. This means the development of a common purpose or mission among students, teachers, principals and governing bodies, with clear, mutually agreed and understood responsibilities, and lines of cooperation and accountability.
- 11 The active encouragement of mutual respect for our people's diverse religious, cultural and language traditions, their right to enjoy and practice these in peace and without hindrance, and the recognition that these are a source of strength for their own communities and the unity of the nation.

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Values and Principles of Education and Training Policy continued ...



- 12 The education system must counter the legacy of violence by promoting the values underlying the democratic process and the charter of fundamental rights, the importance of due process of law and the exercise of civic responsibility, and by teaching values and skills for conflict management and conflict resolution, the importance of mediation, and the benefits of toleration and co-operation. Thus peace and stability will become the normal condition of our schools and colleges, and citizens will be empowered to participate confidently and constructively in social and civic life.
- 13 The curriculum, teaching methods and textbooks at all levels and in all programmes of education and training, should encourage independent and critical thought, the capacity to question, enquire, reason, weigh evidence and form judgements, achieve understanding, recognize the provisional and incomplete nature of most human knowledge, and communicate clearly.
- 14 An appropriate mathematics, science and technology education initiative is essential to stem the waste of talent, and make up the chronic national deficit, in these fields of learning, which are crucial to human understanding and to economic advancement.

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National Qualifications Framework

- 1 National reconstruction and development demands that the knowledge and skills base of the working and unemployed population are massively upgraded, and that young people still at school have better opportunities to continue their education and training.
- 2 Our human resource development programme must therefore expand the ways in which people are able to acquire learning and qualifications of high quality. New, flexible and appropriate curricula are needed that cut across traditional divisions of skills and knowledge, with standards defined in terms of learning outcomes and appropriate assessment practices, in order to provide a more meaningful learning experience, and prepare them more effectively for life's opportunities.






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- 3 An integrated approach to education and training will link one level of learning to another and enable successful learners to progress to higher levels without restriction from any starting point in the education and training system. Quality assurance will be maintained by duly registered accrediting bodies. Learning and skills which people have acquired through experience and on-site training or self-education could be formally assessed and credited towards certificates, in order to enable them to qualify for entry to additional education or training.

Curriculum development

An extensive new structure of curriculum committees will formulate draft norms and standards for consideration by HEDCOM (Committee of Heads of Education). When approved by the Minister of Education, they will be announced as national policy. Once the NQF (National Qualifications Framework) has been developed and implementation commences, this process will have to link up with the SAQA (South African Qualifications Authority) procedures.






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Education Support Services (ESS)

It cannot be said that Education Support Services have been comprehensive enough in any part of the former education and training system, but in general, the better resourced a department had been in the past, the more support services have been available to learners, and the greater the ease of access to that support. Where the need has been greatest the service has been poorest. Low levels of funding for Black education have relegated ESS and LSEN services to the periphery, with the result that ESS and LSEN provision for African learners is meager in the extreme, whether through mainstream or specialized facilities.

Provision of these services is a matter for provincial departments. The Ministry of Education's interest in ESS lies in the necessity to take a national overview, through careful research and consultation, of the condition of these services, to consider the scope for national norms and standards, and minimum national standards of service, and to give direction on policy.

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