



Every child is a National Asset

# ***NAST NATIONAL CONFERENCE MEETING***

## ***INNOVATING TECHNICAL EDUCATION FOR A CHANGING WORLD***

**MR HM MWELI**



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



Read to Lead  
A Reading Nation is a Leading Nation

# INTRODUCTION (MANTRA)

“By 2030, South Africans should have **access** to education and training of the **highest quality**, leading to **significantly** improved learning **outcomes**. The performance of **South African learners** in **international standardised tests** should be **comparable** to the **performance** of learners from **countries** at a **similar** level of **development** and with similar levels of **access**.”

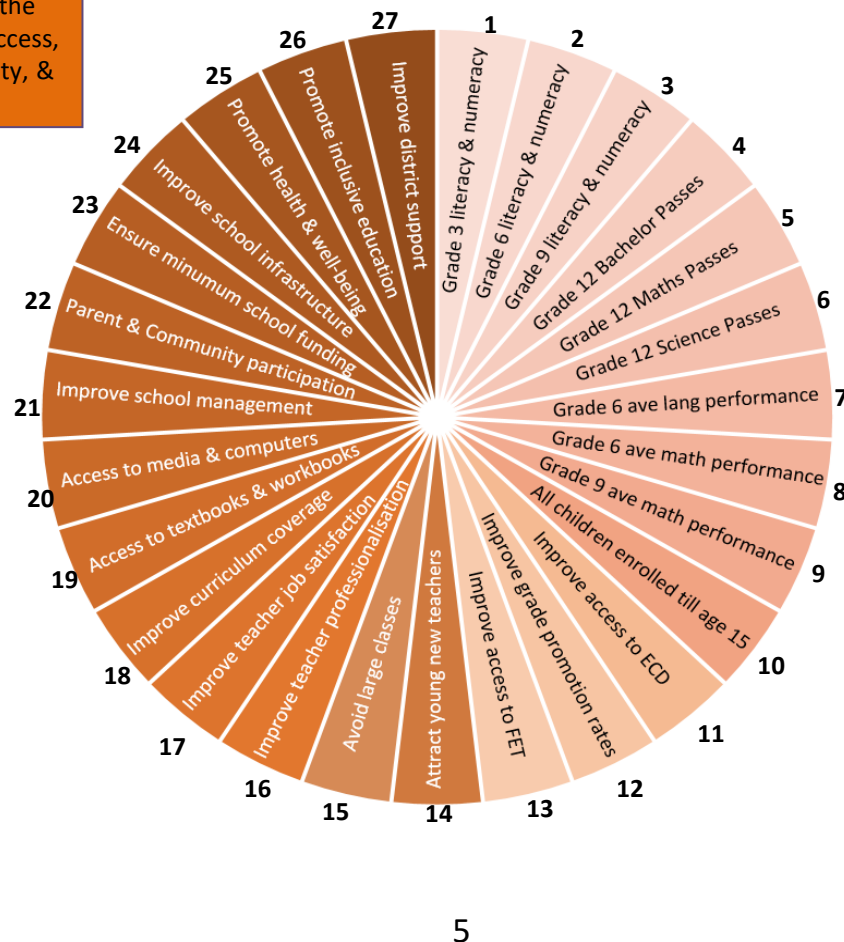




# STRATEGIC THRUST

## Sector plan

**Action Plan to 2024:** Towards the Realisation of Schooling 2030 (access, redress, equity, inclusivity, quality, & efficiency)



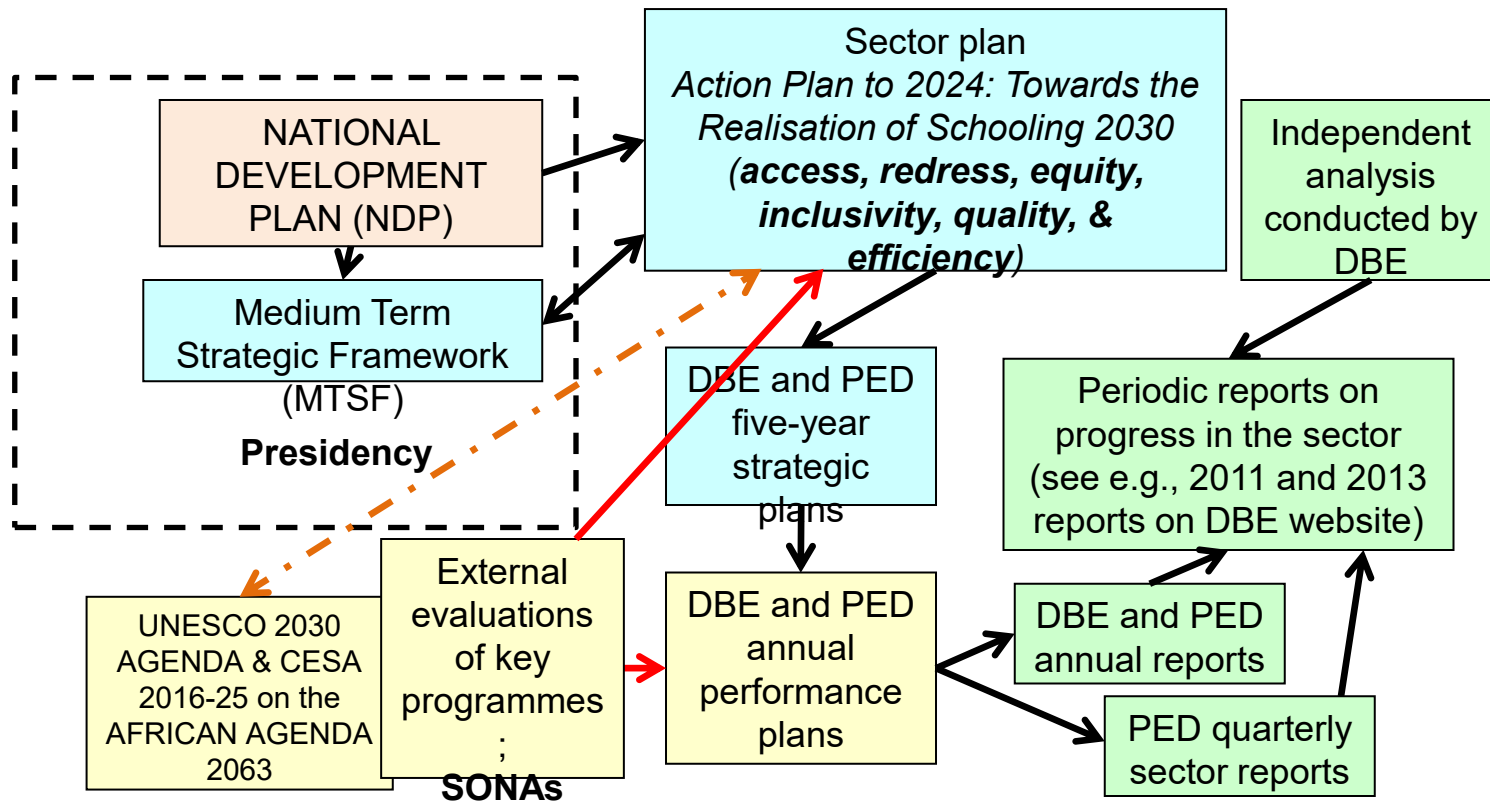
## Goals 1 to 13: Improvement of Learning Outcomes

- Improve learning outcomes in Language, Mathematics and Science as measured in Grades 3, 6, 9 and 12
- Ensure full access to compulsory schooling
- Decrease grade repetition and retention
- Improve access to FET colleges
- Improve quality of Grade R

**Goals 14 to 27:**  
Support the improvement of  
learning outcomes

# STRATEGIC DIRECTION

How the sector plan relates to Sustainable Development Goals and other plans (and reports)



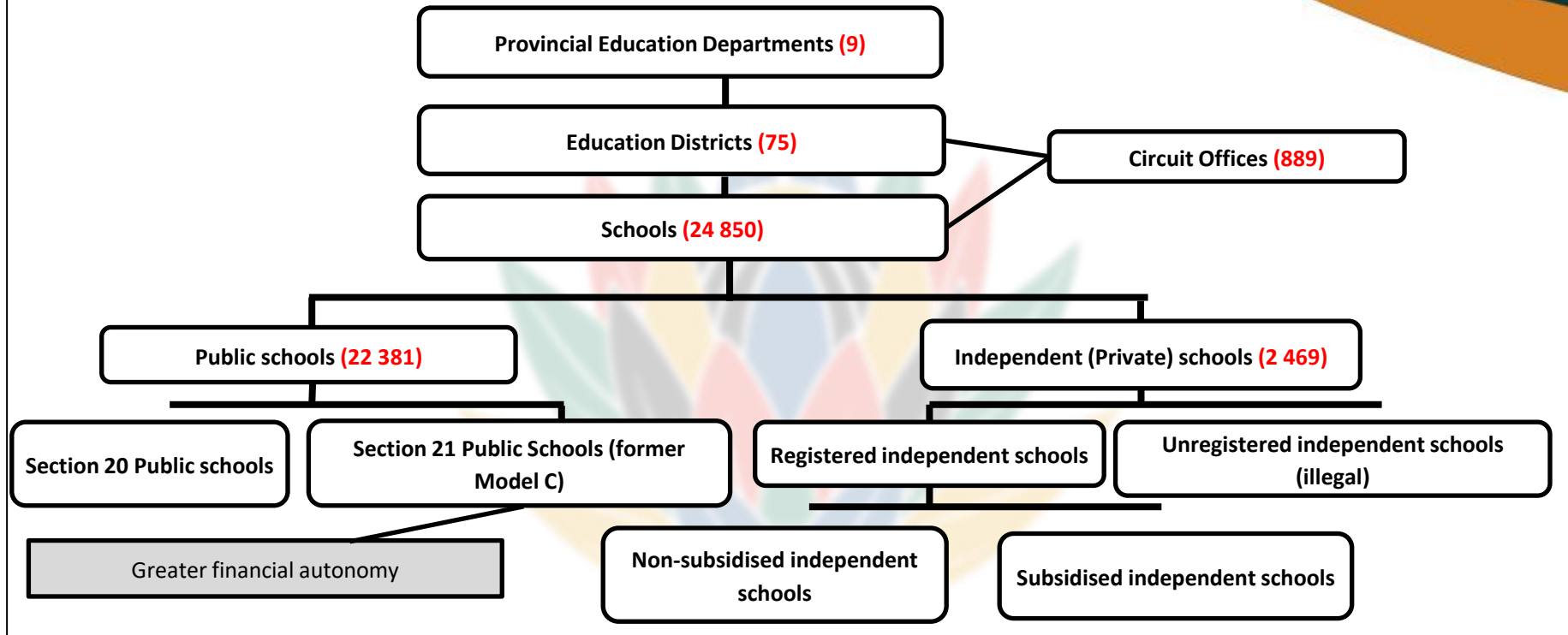




# SIZE & SHAPE

## BASIC EDUCATION SECTOR

*Every child is a National Asset*



5



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





Every child is a National Asset

# SIZE & SHAPE OF THE BASIC EDUCATION SECTOR, 2024

## Size of the Schooling System:

Learners: **13 527 283**

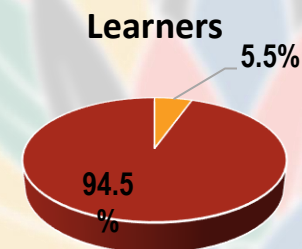
Educators: **467 921**

Schools: **24 850**

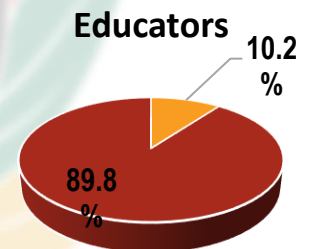
## Official languages

English, isiZulu, isiXhosa, isiNdebele, Afrikaans, siSwati, Sepedi, Sesotho, Setswana, Tshivenda, Xitsonga, South African Sign Language

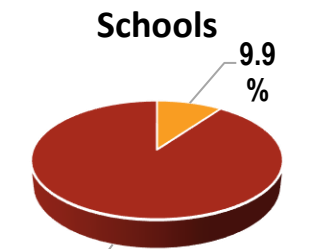
Sector	Learners	Educators	Schools
Public	12 785 821	420 199	22 381
Independent	741 462	47 722	2 469
Total	13 527 283	467 921	24 850



■ Independent ■ Public



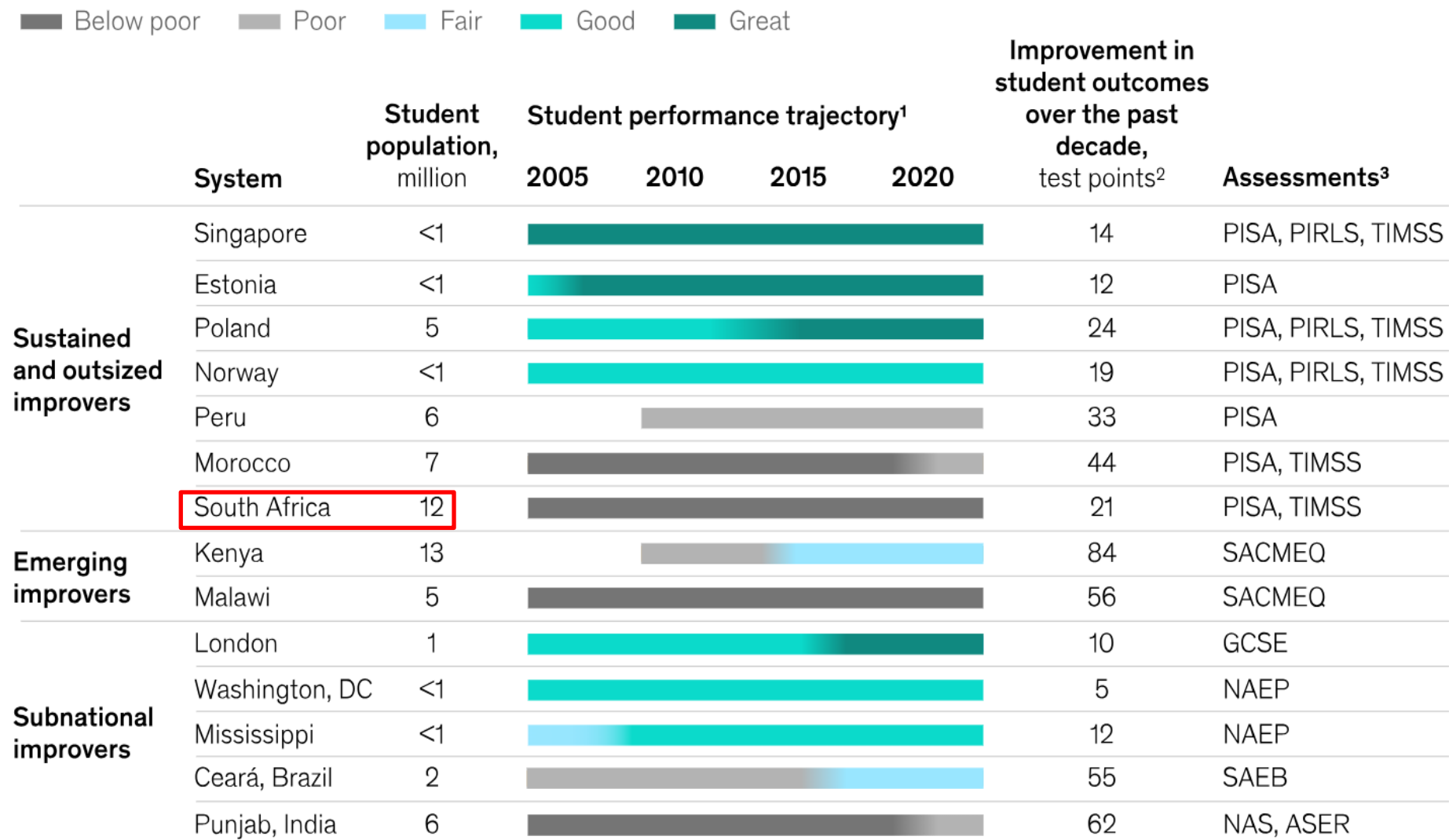
■ Independent ■ Public



■ Independent ■ Public

# BACKGROUND; CONTEXT & RATIONALE

We researched 14 systems that are beating the odds to understand why.





# BACKGROUND; CONTEXT & RATIONALE...

We identified four key lessons learned from what interventions most improved systems in poor-to-fair countries put in place

## Lessons learned



- 1 Focus on foundational literacy and numeracy
- 2 Ensure high-quality instructional materials at a 1:1 ratio in every classroom
- 3 Support teachers...
  - a ...with structured lesson plans and guidance to teach and manage their classrooms
  - b ...with in-situ coaching and distributed training
- 4 Put in place effective assessment-for-instruction, to meet students where they're at

## Examples



**Tanzania:** Equip-T, a multi-year effort to improve literacy and numeracy instruction through teacher training and strengthened materials, led to Considerable improved learning outcomes in Kiswahili and math



**South Africa:** The government distributes ~65M literacy workbooks for primary school education to ~24K schools annually. 90% of teachers report regular use; SACMEQ reading scores have increased since adoption began



**Nigeria:** Edo State schools has instituted a tablet-based teacher guide, used in nearly all schools across the state, including evidence-based instructional design, coherent lesson structure, and adaptive lessons. Reading fluency and teacher attendance have improved



**Brazil:** Ceara's ongoing teacher training includes classroom observations and additional support for communities with lowest literacy levels. Ceará has the lowest rate of learning poverty in Brazil



**India:** TaRL, a program aiming to reduce targeted learning gaps in primary school, includes simple one-on-one oral assessments to group learners, tools to track children's progress, and data aggregation tools. Students in TaRL programs have seen test score improvements as a result





# BACKGROUND; CONTEXT & RATIONALE...

The official unemployment rate decreased by 1,4 percentage points to **32,1 %** in Q3:2024 compared to Q2:2024.

## 41,4 million

People of working age in South Africa (15 – 64-year-old)

### Labour force

25,0 million

### Not Economically Active

16,5 million

Employed  
16,9M

Unemployed  
8.0M

Discouraged  
work seekers  
3,...

Other NEA  
13,1M

SA's official unemployment rate  
stands at

**32,1%**

decreased by 1,4 percentage points between  
Q2:2024 and Q3:2024

*ILO hierarchy – Employed first then unemployed and the remainder is NEA (including discouraged job-seekers). 3 mutually exclusive groups. Cannot be in two groups at the same time.*

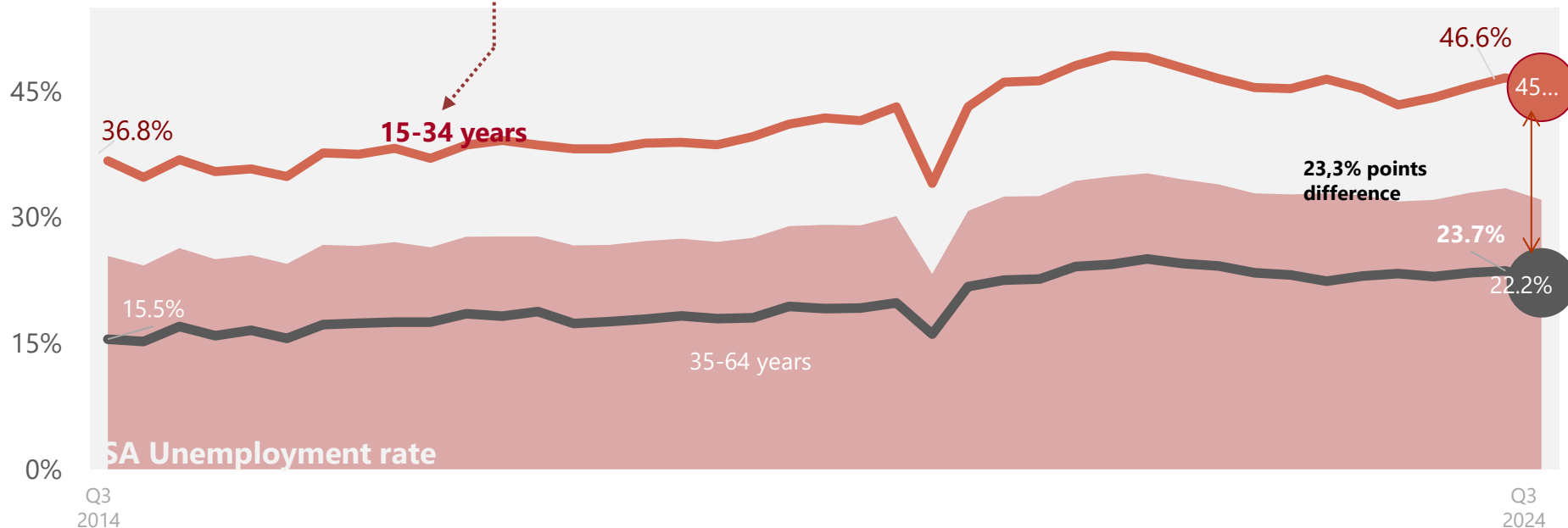




# BACKGROUND; CONTEXT & RATIONALE...

Youth aged **15-34 years** unemployment rate is higher as compared to older age groups

Official Unemployment rates by age group,  
Q3:2014-Q3:2024

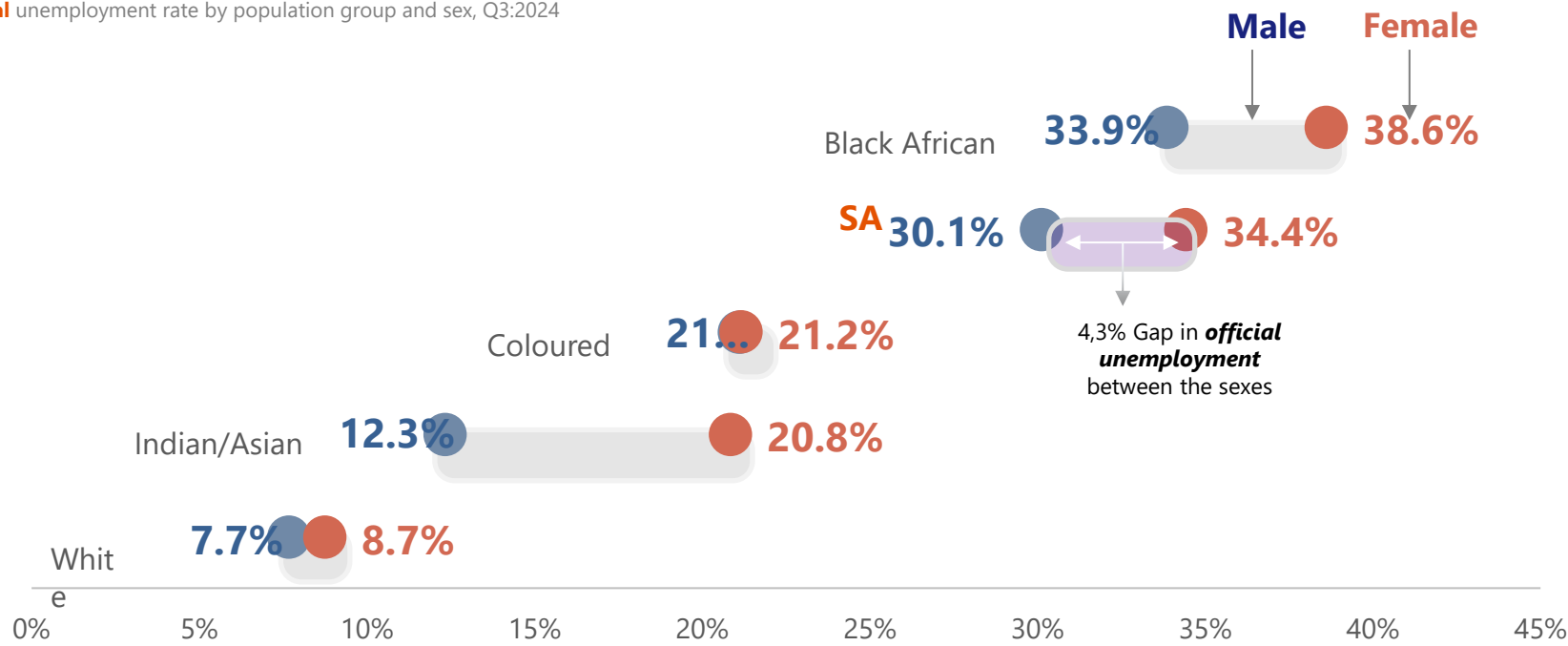




# BACKGROUND; CONTEXT & RATIONALE...

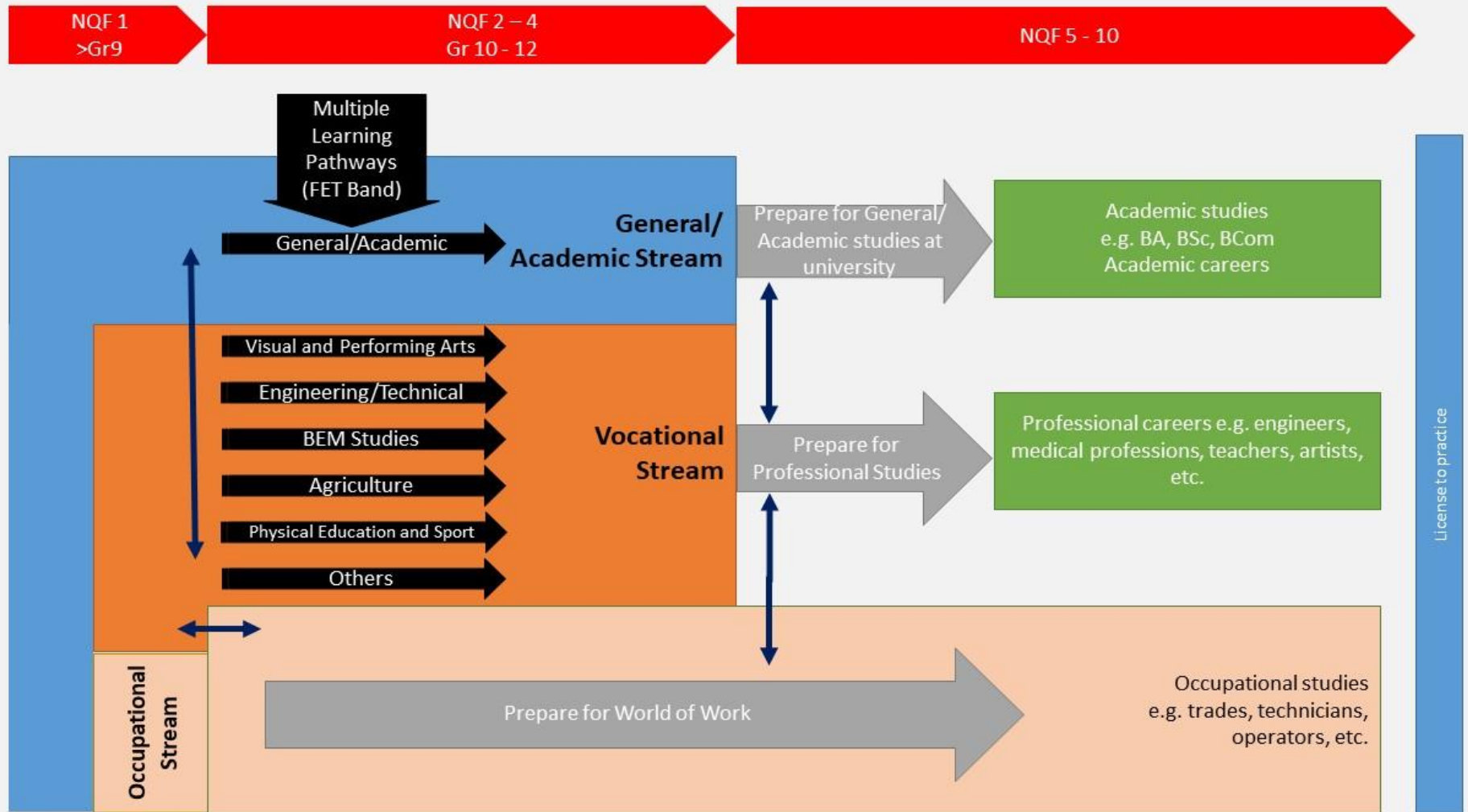
**Black African women** continue to be the most vulnerable with an unemployment rate of **38,6%** in Q3:2024. *This is 4,3 percentage points higher than the national average for women at 34,4%.*

Official unemployment rate by population group and sex, Q3:2024





# THREE STREAMS MODEL





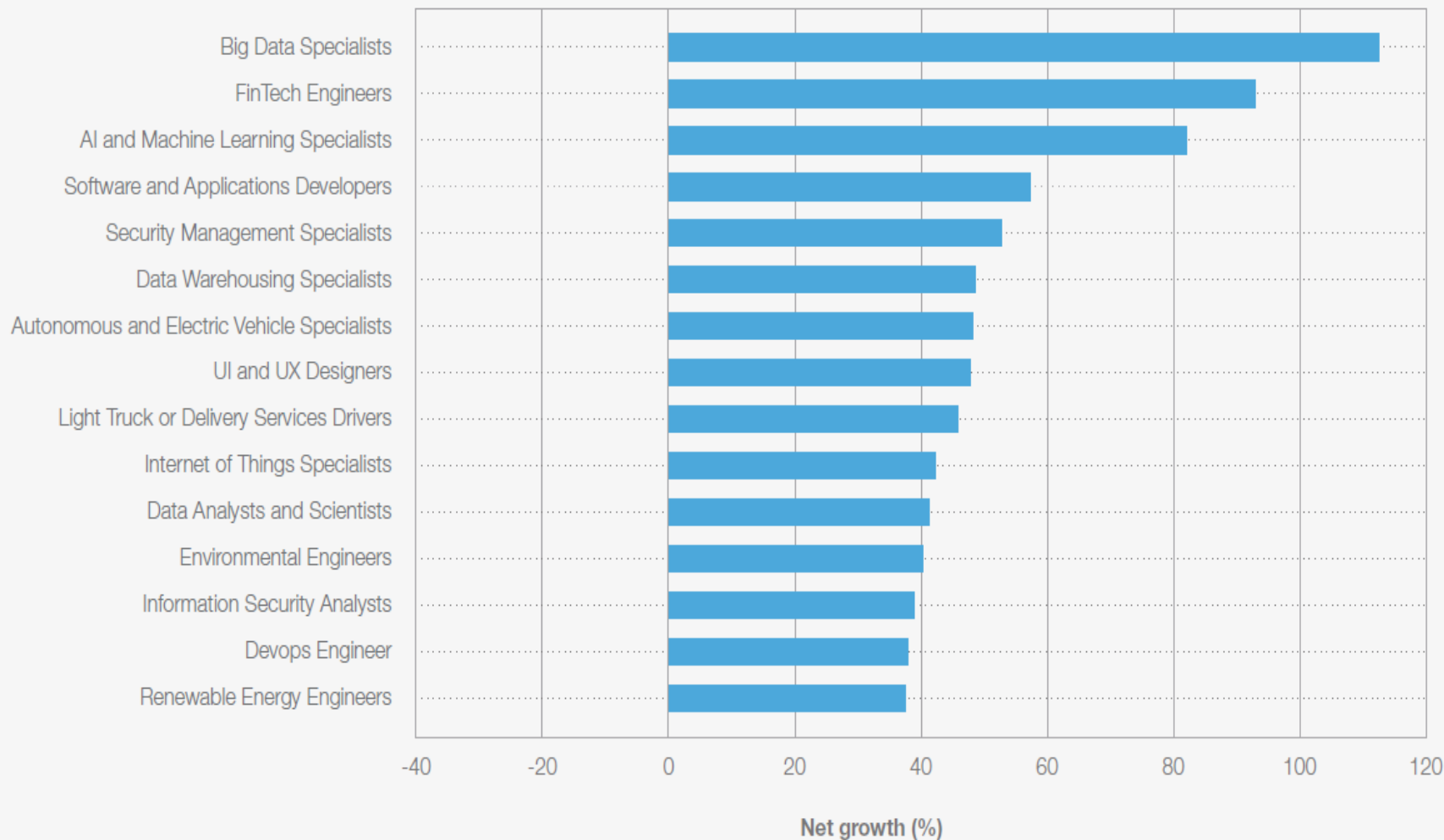
# Future of Jobs Report 2025

INSIGHT REPORT  
JANUARY 2025



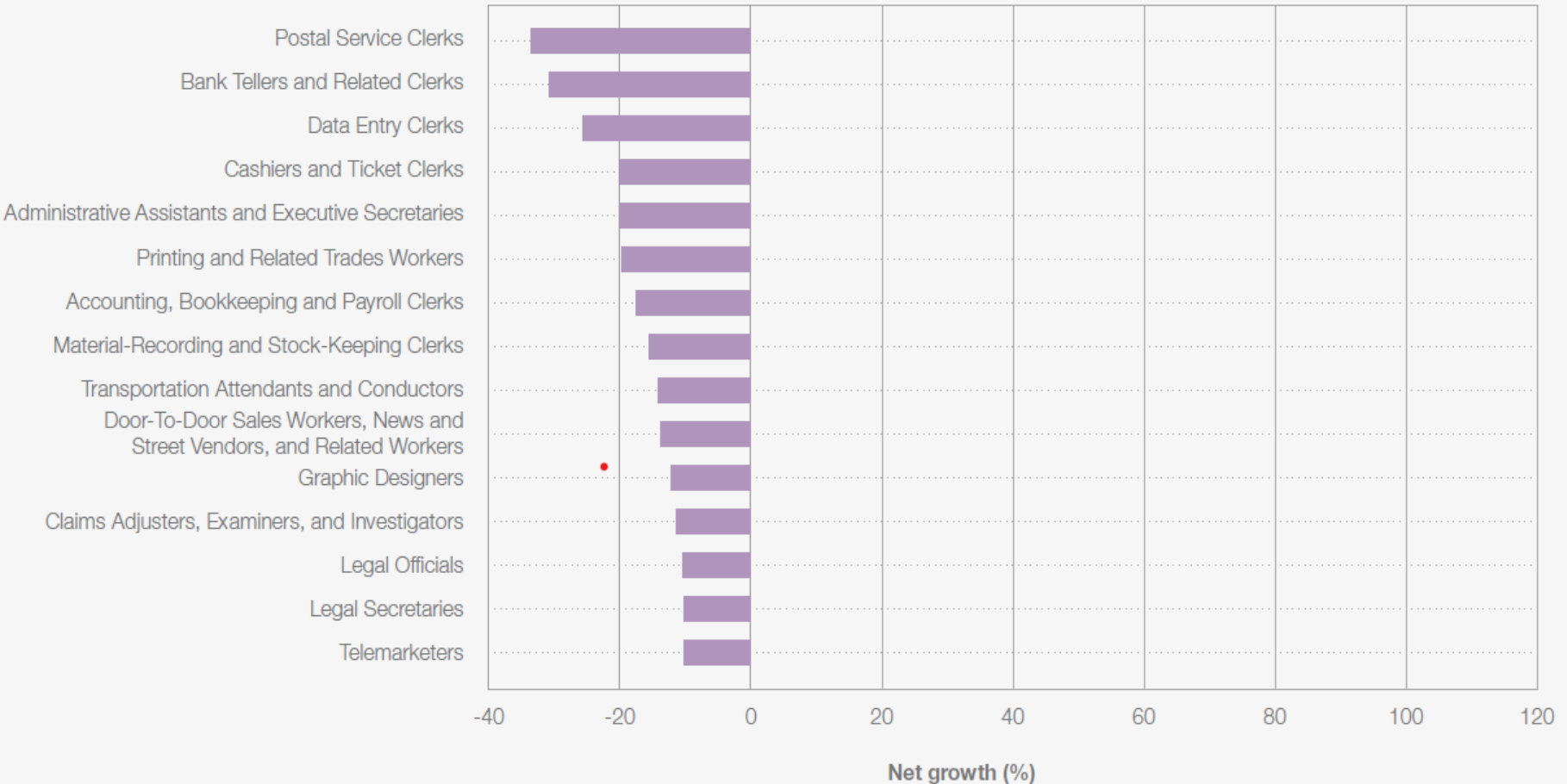
# TOP FASTEST GROWING JOBS

Top fastest growing jobs



# TOP FASTEST DECLINING JOBS

Top fastest declining jobs







# GENERAL EDUCATION CERTIFICATE (GEC)

The GEC intent is to: -

- **Recognise** the **holistic skill-set** for learners over schooling in the GET Phase;
- **Set appropriate curriculum standards** to be achieved at the end of **Grade 9**;
- **Enable learners to access further education** linked to the **TSM** within schooling and TVET college system.
- **Integrate** and facilitate the **assessment of 21<sup>st</sup> Century skills** (including critical thinking, creative thinking, collaboration, and communication);
- Provide each learner with a **report card/certificate that reflects the skills, talents and competencies** that will be inclusive. This will **assist all learners to transition from school to work or further education.**





# NDP: ACADEMIC STREAM

"The Department of Basic Education plan is to increase the number to **300 000** by **2024**, with **350 000** learners passing **mathematics** and **320 000** learners passing **physical science**. The Commission proposes a target for **2030** of **450 000** learners being eligible for **bachelors programme** with maths and science. Action is required throughout the education system, but particularly in **early childhood development** given that the cohort that will enter university in **2030** has not yet started primary school. Consideration should be given to **expanding the Dinaledi Schools** initiative, which increases access to maths and science in **underprivileged schools**."

*National Planning Commission: National Development Plan, November 2011*





# NDP: VOCATIONAL STREAM

“One of the targets set for 2014 in the delivery agreement signed by the Minister of Higher Education and Training is to produce **10 000 artisans** per year. This target can be met with concerted effort and adequate funding. We propose a target of **30 000** by 2030, subject to demand.”

*National Planning Commission: National Development Plan, November 2011)*



# LANDSCAPE OF TVET IN SECONDARY EDUCATION

Provinces	Total No of Technic al Schools	Engineering Graphics and Design (EGD)	Civil Technology			Electrical Technology			Mechanical Technology			Tech  Maths	Tech  Sciences
			Civil Services	Construction	Woodworking	Digital Electronics	Electronics	Power Systems	Automotive	Fitting and Machining	Welding & Metalwork		
Eastern Cape	67	99	1	42	29	1	10	49	31	10	19	61	61
Free State	25	59	9	16	17	6	11	24	23	5	20	26	26
Gauteng	95	187	5	46	37	7	22	58	35	44	35	72	72
KwaZulu- Natal	126	266	9	59	29	2	22	60	32	25	32	76	76
Limpopo	43	77	6	37	5	2	2	45	18	10	7	43	43
Mpumalanga	40	46	6	19	8	1	4	25	12	9	11	27	27
Northern Cape	30	19	6	1	4	1	1	10	9	6	6	11	11
North West	11	46	6	17	16	4	11	26	16	15	16	28	28
Western Cape	27	74	1	14	12	1	2	20	12	9	10	24	24
National	464	873	49	251	157	25	85	317	188	133	156	368	368



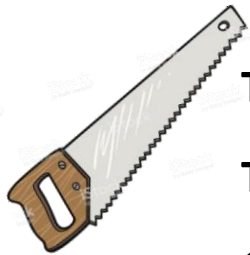
# LANDSCAPE OF TVET IN SECONDARY EDUCATION

PROVINCE	NUMBER OF SCHOOLS OFFERING TECHNICAL SUBJECTS
Eastern Cape	67
Free State	25
Gauteng	95
KwaZulu Natal	126
Limpopo	43
Mpumalanga	40
Northern Cape	30
North West	11
Western Cape	27
<b>National</b>	<b>464</b>





# TECHNICAL SUBJECTS ENROLMENTS...cont.



Technical Mathematics

Technical Sciences

Civil Technology (Construction)

Civil Technology (Civil Services)

Civil Technology (Woodworking)



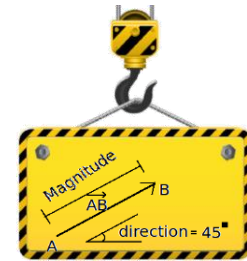
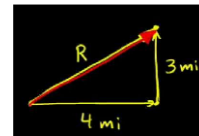
16 844

17 494

4 629

804

2 337



21





# TECHNICAL SUBJECTS ENROLMENTS...cont.

Electrical Technology (Digital Systems)

422

Electrical Technology (Electronics)

1 074

Electrical Technology (Power Systems)

5 751

Mechanical Technology (Automotive)

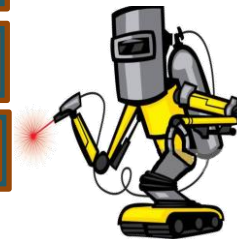
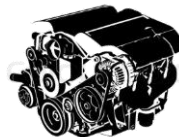
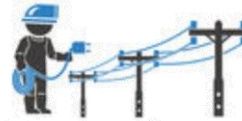
4 004

Mechanical Technology (Fitting & Machining)

1 975

Mechanical Technology (Welding & Metal Work)

2 484



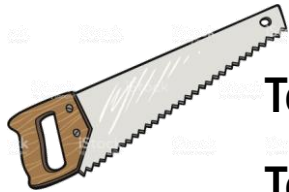


# TECHNICAL SUBJECT ENROLMENTS: 2020 - 2024

Subjects	Entered 2020	Entered 2021	Entered 2022	Entered 2023	Entered 2024	Difference 2024 - 2023
Civil Technology (Civil Services)	622	638	754	775	804	29
Civil Technology (Construction)	3 667	4 593	4 869	4 473	4 629	156
Civil Technology (Woodworking)	1 904	2 452	2 582	2 257	2 337	80
Electrical Technology (Digital Systems)	430	376	395	394	422	28
Electrical Technology (Electronics)	1 001	1 177	1 215	1 128	1 074	-54
Electrical Technology (Power Systems)	4 776	5 820	6 006	6 031	5 751	-280
Engineering Graphics and Design	33 385	37 919	39 510	38 604	38 941	337
Mechanical Technology (Automotive)	2 927	3 407	3 693	3 780	4 004	224
Mechanical Technology (Fitting and Machi	1 966	2 036	1 982	2 052	1 975	-77
Mechanical Technology (Welding and Metal	1 747	2 363	2 445	2 463	2 484	21
Technical Mathematics	11 114	13 889	15 031	15 545	16 844	1 299
Technical Sciences	12 041	15 142	16 113	16 620	17 494	874



# TECHNICAL SUBJECTS ACHIEVEMENT IN 2024 NSC EXAMINATIONS



**Technical Mathematics**

**Wrote**

**16 579**

**% Achieved**

**92.5%**

**Technical Sciences**

**17 273**

**97.6%**

**Civil Technology (Civil Services)**

**798**

**99.2%**

**Civil Technology (Construction)**

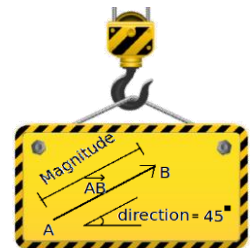
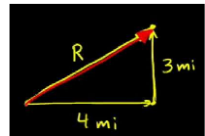
**4 571**

**98.8%**

**Civil Technology (Woodworking)**

**2 310**

**98.1%**



24

24



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

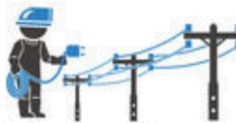
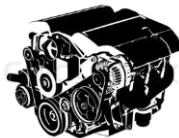






# TECHNICAL SUBJECTS ACHIEVEMENT IN 2024 NSC EXAMINATIONS

	Wrote	% Achieved
Electrical Technology (Digital Systems)	416	98.3%
Electrical Technology (Electronics)	1 061	94.0%
Electrical Technology (Power Systems)	5 670	97.1%
Mechanical Technology (Automotive)	3 963	98.5%
Mechanical Technology (Fitting & Machining)	1 957	97.8%
Mechanical Technology (Welding & Metal Work)	2 444	97.0%



25

25





# NDP: OCCUPATIONAL STREAM

*“The **different parts** of the education system should work together allowing learners to take **different pathways** that offer high **quality** learning opportunities.”*



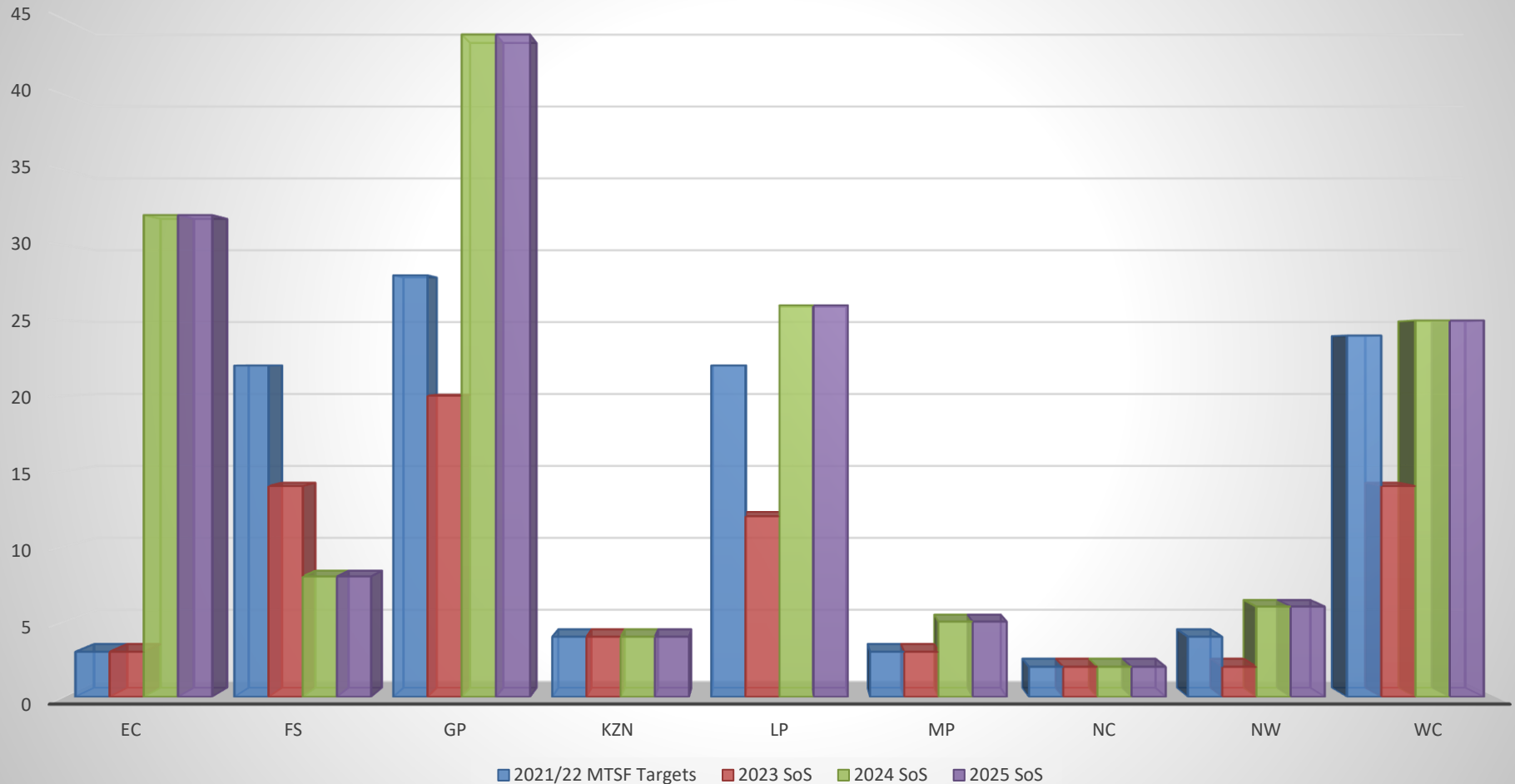
# SCHOOL OF SKILLS

PROVINCE	NUMBER
Eastern Cape	3
Free State	7
Gauteng	25
KwaZulu Natal	4
Limpopo	4
Mpumalanga	6
Northern Cape	4
North West	4
Western Cape	22
<b>National</b>	<b>79</b>



# OCCUPATIONAL STREAM UPTAKE

Schools of Skill Offering Occupationally Oriented Subjects





# 24 OCCUPATIONAL SUBJECTS

Subjects	Learner Guides Years 1-4	Teacher Guides Years 1-4	Outstanding Work
Agricultural Studies	Complete	Complete	
Arts and Craft	Complete	Complete	
Office Administration	Not Complete	Not Complete	Year 3 and 4
Early Childhood Development	Complete	Complete	
Mechanical Tech: Motor Mechanics	Complete	Complete	
Mechanical Tech: Spray Painting and Body Works	Complete	Complete	
Mechanical Tech: Welding	Complete	Complete	
Mechanical Tech: Sheet Metal Work	Complete	Complete	
Electrical Tech: Electrical	Complete	Complete	
Civil Tech: Woodworking and Timber	Complete	Complete	
Civil Tech: Plumbing	Complete	Complete	
Civil Tech: Bricklaying and Plastering	Complete	Complete	



# 24 OCCUPATIONAL SUBJECTS...

Subjects	Learner Guides Years 1-4	Teacher Guides Years 1-4	Outstanding Work
Personal Care: Hair dressing	Complete	Complete	
Personal Care: Beauty and Nail technology	Not Complete	Not Complete	Year 3 & 4
Personal Care: Ancillary Health Care	Not Complete	Not Complete	Year 3 & 4
Service Tech: Upholstery	Complete	Complete	
Service Care: Maintenance	Complete	Complete	
Consumer Studies: Food Production	Not Complete	Not Complete	Year 3 & 4
Consumer Studies: Sewing	Not Complete	Not Complete	
Hospitality Studies	Not Complete	Not Complete	Year 3
Wholesale and Retail Studies	Complete	Complete	
Home Languages	Complete	Complete	
Mathematics	Complete	Complete	
Life Skills	Complete	Complete	
<b>Total Completed</b>	<b>18/24</b>	<b>18/24</b>	

***“IT IS IN OUR  
HANDS TO  
CREATE A BETTER  
WORLD FOR ALL  
WHO LIVE IN IT”***

**-Nelson Mandela**

