

Country Context Report - South Africa

General Country Information

Africa Education Initiative Program Component(s)

Ambassadors' Girls' Scholarship Program
Teacher Training
Textbooks and Learning Materials

Primary Language(s)

Afrikaans: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

English: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

isiNdebele: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

sePedi: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

seSotho: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

seSwazi: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

seTswana: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

seTsonga: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

isiVenda: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

isiXhosa: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

isiZulu: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

The Department of Education's language policy stipulates that pupils have a right to be taught in a language of their choice, and states that they must inform the school which language they wish to be taught in when applying for admission. Schools, in turn, are expected to take their requests into account and to be seen to be working towards multilinguism. According to the policy:

- Only official languages may be used for instruction from Grade 3 onwards.
- All pupils will have to study the language they are taught in, and at least one other approved language.
- Language may not be used as a barrier to admission.
- Governing bodies must stipulate how their schools will promote multilinguism.
- Failing a language will result in failing a grade.

Sources

Department of Education website - <http://education.gov.za>

Population

	Total	Male	Female
Total	42,718,530	21,122,538	21,595,992
Under 14	12,592,393	6,337,468	6,254,925

Sources

CIA World Factbook website - <http://www.cia.gov/cia/publications/factbook/geos/>
StatsSA - <http://www.statssa.gov.za/>

Ministry of Education Officials

Minister of Education

Naledi Pandor
Sol Plaatje House
123 Schoeman Street
Pretoria, South Africa
Phone: +2712-3260126
Fax: +2712-3235989

Ministry Website: <http://education.pwv.gov.za>

U.S. Embassy

Ambassador

Jendayi Frazier
877 Pretorius Street
Pretoria, South Africa
Phone: +2712-4314000
Fax: +2712-3422299

Public Information Officer

Virginia Farris
vfarris@usembassy.gov
Embassy Website: <http://pretoria.usembassy.gov>

USAID

Director

Dirk Dijkerman
100 Totius Street
Pretoria, South Africa
Phone: +2712-4522000
Fax: +2712-3462051
ddijkerman@usaid.gov
<http://www.sn.apc.org/usaidsa>

MOE Liaison

Education Team Leader
Cynthia Chassy
cchassy@usaid.gov

Basic Education General Information

Breadth of Basic Education Activities

Length of Primary School Cycle: 7 Years

Sources

Department of Education website - <http://education.pwv.gov.za>

Early Childhood Education

Early childhood education is provided.

ECE Enrollment: 275,044

Number of ECE Institutions: 3,486

Takalani Sesame, a multi-media educational program based on the international children's series Sesame Street, supports the Department of Education's national policy for Early Childhood Development (ECD), which aims to provide programs and materials for young children.

33,519 children have access to Pre-Grade R and 241,525 children have access to Grade R (pre-primary). (2001 est.)

Sources

Education Statistics in South Africa at a Glance in 2001 - Department of Education

National Curriculum

A national curriculum exists.

There is a national curriculum set by the Department of Education, now called the Revised National Curriculum 2005.

Sources

Department of Education website - <http://education.pwv.gov.za>

National exams - At what level are national exams written?

Grade 12 - Senior Certificate Examination

In 2001, a new grading system was introduced, and candidates could obtain a Senior Certificate graded either, with an ordinary pass (equivalent to an average score of less than 60%), merit pass (between 60% and 79%) or distinction pass (over 80%). Nationally 86.3%, 11.4% and 2.3% of all candidates passed with ordinary pass, merit pass and distinction pass respectively. Among candidates who passed with merit and distinction, the females performed better than the males. In 2001, 6.7% (390) of the 5,816 schools in South Africa that offered the Senior Certificate examination obtained 100% passes. This represents an increase compared to the 4.7% of 2000. The percentage of schools that scored a pass rate of between 81% and 100% increased from 22.2% to 27.5%. In respect of schools that performed poorly, 8.1% (471) of them obtained a pass rate of between 0% and 20%, which is slightly lower than the 9.9% of 2000. 52 schools nationally scored a 0% pass rate, compared to 62 in 2000. The lowest overall pass rate was for mathematics (46.7%).

Sources

Department of Education website - <http://education.pwv.gov.za>

What are the key basic education challenges?

The former Minister of Education's nine priorities are derived from the overall policy framework for the transformation of the education and training system to enable all individuals to value, have access to, and succeed in lifelong education and good quality training. They are:

- Dealing urgently and purposefully with the HIV/AIDS pandemic by utilizing the education and training system
- Ensuring the successful running of provincial systems by ensuring the successful running of co-operative government
- Triumphant over illiteracy among adults and youths over the next five years
- Developing schools as centers of community life
- Ending conditions of physical degradation in South African schools
- Developing the professional abilities of the teaching force
- Ensuring the success of active learning through outcomes-based education
- Creating a vibrant further education and training system to equip youths and adults for facing social goals
- Building a rational, seamless higher education system that will embrace the intellectual and professional challenges facing South Africans in the 21st century.

The primary focus is on the importance of infrastructure. Among the most common problems are falling ceilings, broken windowpanes, missing doors, leaking roofs and vandalized electrical fittings. The Eastern Cape reported that the condition of some of the schools has been worsened by tornadoes, particularly those that had mud structures, while in the Free State some schools were affected by floods. Mpumalanga reported vandalism of schools as a major factor. Only three provinces Gauteng, Northern Cape and Western Cape reported satisfactory conditions, highlighting largely refurbishment and maintenance of buildings that was required. All provinces, except the Western Cape, reported that the general condition of the grounds was inadequate. One of the priorities set by the Council of Education Ministers and the Heads of Education Departments Committee, for the 2001 school year, was the beautification of schools. Provincial departments were required to use part of the conditional grant for financial management and quality enhancement to make schools attractive to learners by painting buildings and improving the school premises. Provincial departments of education do not appear to have made adequate arrangements for that to be done. Only a few provinces reported on using the conditional grant in this way.

Sources

Department of Education website - <http://education.pwv.gov.za>

Is primary education 'free' (legally)?

The former Minister of Education, Dr. Kadar Asmal, drafted the National Norms and Standard for School Funding policy (reviewed in 2003) that provides for exemptions from paying school fees for parents who cannot afford to do so. A further exemption is provided for in the regulations pertaining to School Governing Bodies (SGBs) for parents whose income is less than 10 times the amount of the annual school fees. These regulations also allow for a partial exemption (on a sliding scale) for parents whose income is less than 30 times, but more than 10 times the amount of the fees. The goal of access to free quality basic education for all will eventually be realized. The "Action Plan" is a step in that direction, and when it is fully implemented, 60% or more of learners will have access to a free quality basic education, which is funded by the Government. The remainder will have the freedom to exercise their choice of supplementing state resources within a democratic, united and non-racial public education system. As from 2004, the Department of Education will be responsible for paying the school fees for children whose parents cannot afford it.

Sources

Department of Education website - <http://education.pwv.gov.za>

What are the barriers to student access and participation in basic education?

The barriers include:

- The difficulties faced by learners on farm schools [such as, forced labor]
- Sexual harassment and sexual violence in schools
- The impact of the current infrastructure provisioning for schools on education
- The constitutionality of "user fees" (school fees).

According to USAID, the following constitutes South Africa's basic education problems:

- Lack of HIV/AIDS awareness among teachers and students
- Lack of access to reading materials
- Girls streamlined into traditional fields of study
- Adult illiteracy
- Sexual harassment and gender-based violence in schools.

Sources

Department of Education website - <http://education.pwv.gov.za>

USAID website - <http://www.sn.apc.org/usaidsa>

Education Statistics in South Africa at a Glance in 2001 - Department of Education

In what ways is the education system addressing the needs of marginalized groups? Are there special schools?

Special schools exist.

There is a policy for Education for Learners with Special Education Needs (ELSEN). ELSEN caters for San and rural schoolchildren, as well as girls and street children. Research undertaken by the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) showed that just over 41,000 learners experiencing learning difficulties are enrolled in special schools. This figure represents about 0.34% of learners with special needs education and training.

In addition, mainstream schools often accommodate learners with special needs in segregated settings, which results in social isolation from peers and the community at large. In many of the mainstream institutions, the accommodation of special needs learners is often unaccompanied by specialized facilities to enhance the learners' growth and potential.

There are also regulations to provide for the establishment, composition and functioning of the National Advisory Board for Adult Basic Education and Training.

Sources

Department of Education website - <http://education.pwv.gov.za>

What is the stage of development of the education system?

- 27,458 schools in total (2001 est.)
- 17,184 primary schools, with 179,829 educators and 6,286,723 learners
- 5,670 secondary schools, with 111,523 educators and 3,475,418 learners
- 4,604 combined, intermediate and middle schools (Grades 7-9), with 62,849 educators and 1,975,985 learners
- Major improvements in infrastructure provision to schools in the last four years
- Positive changes in key performance indicators - consolidating recent gains in learner achievement
- Fewer schools are "unfit for education"
- Fewer barriers between learners and technology - more access to more computers and telecommunication
- Improvement in infrastructure provision especially in rural provinces
- There were 414 more schools in 2000. In 1996, there were 26,734 ordinary schools, compared to 27,148 in 2000. The provinces with the largest share of schools were Eastern Cape, which had 22.0% in 1996 and 23.1% in 2000, and KwaZulu-Natal (KZN), which had 19.4% in 1996 and 21.1% in 2000.
- Western Cape, Northern Cape, and Mpumalanga had the lowest number and proportion of schools in the country. Free State, Western Cape, Mpumalanga, North West, and Northern Cape reported a net decrease in the number of schools in 2000.

Sources

Department of Education website - <http://education.pwv.gov.za>

Primary School Enrollment by Year and Grade

Year	Grade	Total	Male	Female	Urban	Rural
2001 (1)	Total	7,413,416	3,789,985	3,623,431	2,245,244	5,168,172
2001	Grade 7/8	932,151	458,243	473,908	279,324	652,827
2001	Grade 4	1,175,860	612,680	563,180	342,711	833,149
2001	Grade 1	1,150,637	594,697	555,940	298,551	852,086

(1) - During the period 1999 to 2001, there was a decrease in the number of learners and educators in ordinary schools nationally. Although the number of schools increased by 1.1% from 1999 to 2000, there was a slight decrease in enrollment from 1999 to 2001.

In 1998, rates of primary school attendance were high. A total of 88% of children (6-12 years old) attended primary school. In the same year, children in urban and rural areas were almost equally likely to attend primary school; 89% in urban and 86% of children in rural areas attended primary school.

Sources

Department of Education website - <http://education.pwv.gov.za>

Demographic and Health Surveys (DHS) EdData Education Profile: South Africa - USAID

Enrollment Age

Year	General	Male	Female	Urban	Rural
2004	6	6	6	6	6

Enrollment by School Type

Year	Type	General	Male	Female	Urban	Rural
2001	Private	128,571	64,558	64,013	87,743	40,828

Average Distance to School by Year and Grade

Year	Grade	General	Urban	Rural
2004 (1)	Total	3.50 km		

(1) - 16.86% of scholars live further than five kilometers from school. 25.4% of Grade 4 scholars live more than two kilometers from school, 69.8% walk to school, and 12.4% take between 30 and 60 minutes to travel to school.

Sources

Department of Education website - <http://education.pwv.gov.za>

Duration of School Day by Year and Grade

Year	Grade	General	Urban	Rural
2004 (1)	Grade 4	5.30 Hours		
2004 (2)	Grade 1	5.00 Hours		

(1) - Grades 3-7 begin school at 8h00 and end at 13h30 (generally there is one 30 minute break or two 15 minute breaks).

(2) - Grades 1-2 begin school 8h00 and end at 13h00 (generally there is one 30 minute break or two 15 minute breaks).

Sources

Department of Education website - <http://education.pwv.gov.za>

Are there alternatives to traditional schools?

There are:

- 2,494 Adult Basic Education and Training (ABET) centers
- 370 Education for Learners with Special Education Needs (ELSEN) centers (0.2% of learners in ordinary schools were learners with special education needs).

Sources

Department of Education website - <http://education.pwv.gov.za>

Which approaches is the country taking to combat HIV/AIDS?

- Preventing the spread of the disease through the promotion of safe and healthy sexual behavior, improving the management and control of sexually transmitted diseases (STDs), reducing mother-to-child transmission, addressing issues relating to blood transfusion and HIV, providing appropriate post-exposure services, and improving access to voluntary testing and counseling
- Providing treatment, care and support in health facilities and in communities, with an emphasis on developing the provision of care to children and orphans
- Supporting research, monitoring and surveillance, including supporting the development of an AIDS vaccine, investigating treatment and care options, conducting policy research, and undertaking regular surveillance
- Protecting human and legal rights through creating an appropriate social, legal and policy environment.

Over four million South Africans (about one in every eight adults) are HIV positive. Prevalence rates are highest among young people, especially teenage girls. The National Policy on HIV/AIDS for Learners, Students and Educators states:

- The constitutional rights of all learners and educators must be protected equally.
- There should be no compulsory disclosure of HIV/AIDS status.
- The testing of learners as a prerequisite for attendance at an institution, or of an educator as a prerequisite of service, is prohibited.
- No HIV positive learner or educator may be discriminated against, but must be treated in a just, humane and life-affirming way.
- No learner may be denied admission to or continued attendance at an institution because of his or her actual or perceived HIV status.
- No educator may be denied appointment to a post because of his or her actual or perceived HIV status.
- Learners and educators who are HIV+ should lead as full a life as possible.
- Infection control measures must be universally applied to ensure safe institutional environments.
- Learners must receive education about HIV/AIDS and abstinence in the context of life-skills education as part of the integrated curriculum.
- Educational institutions will ensure that learners acquire age and context-appropriate knowledge and skills so they can behave in ways that will protect them from infection.
- Educators need more knowledge of, and skills to deal with HIV/AIDS and should be trained to give guidance on HIV/AIDS.

Sources

Department of Education website - <http://education.pwv.gov.za>

Are there political conflicts and what is the impact of these conflicts on education?

There are no political conflicts in South Africa.

Sources

Department of Education website - <http://education.pwv.gov.za>

Are there on-going, recently completed projects relating to the following areas?

Teacher Training

The quality of teaching has been an important area of focus since 1994. Given the poor quality of teacher training in the past and the magnitude of change in the education sector, issues of teacher morale and professional development continue to be critical focus areas. A National Teacher Education Audit in 1994 served as the basis for several initiatives, including the development of a teachers code of conduct, norms and standards for teacher development, and a union-led proposal for the professional development of educators (South African Democratic Teachers Union - SADTU, 1998). Current regulations specify that educators must complete 80 hours of in-service training per year. Additional funding has been secured to upgrade the skills of under-qualified educators. A comprehensive skills development plan was introduced in 2002.

Sources

Department of Education website - <http://education.pwv.gov.za>

Textbooks and Learning Material

Launched in March 1997, the new curriculum framework – Curriculum 2005 (C2005) – re-conceptualizes the nature of learning and teaching through the adoption of an outcomes-based system. In contrast to the traditional "content-based" methods of learning and teaching, C2005 seeks to place the emphasis on what learners should know and be able to do at the end of a course of learning and teaching. The definition of quality that underpins C2005 was framed by three overlapping traditions or philosophies:

- A learner-centered framework encompasses several principles including an egalitarian political mission, a thrust towards anti-rote learning and critical thinking, and group work rather than directive teaching.
- An outcomes-based approach emphasizes the outcomes of education, with minimal prescription of inputs of what should be taught or how it should be taught.
- The integration of knowledge integrates information, attitudes, skills and knowledge (across disciplines) within a holistic approach to learning and development.

Much of the criticism of C2005 has been regarding its implementation. The new curriculum is said by some to be beyond the skills and experiences of educators. In the context of limited resources for iterative training, the curriculum has led to some confusion and even some discouragement in some places.

Sources

Department of Education website - <http://education.pwv.gov.za>

Girls' Education

The United Nations Children Fund (UNICEF) is working with the Government to strengthen the education system, and to build capacity in order to transform school communities in three target provinces: KwaZulu-Natal (KZN), Limpopo Province (LP) and Eastern Cape (EC). UNICEF is involved in the following:

- National policy development and gender sensitization in education
- Supporting young people to be the agents of change through the Girls' Education Movement (GEM). The GEM Action Plan in South Africa includes empowering girls to participate actively in decisions that concern them, promoting peace education programs to resolve conflicts that expose girls to violence, promoting life skills-based education to empower girls to fight HIV/AIDS, taking affirmative action to promote girls in mathematics, science, and technology, promoting mentoring, making the teaching learning processes gender-responsive, and moving beyond access to focus on the quality of girls' education.
- Supporting actions and the development of partnerships to overcome violence against girls

through Provincial Forums made up of representatives from government and civil society

- Promoting low-cost family and community-based early childhood development programs
- Working with the National Association of School Governing Bodies (NASGB), which has

incorporated girls' education into its mission, to promote child rights and democratic governance in South Africa's schools, and dealing with issues such as HIV/AIDS, early pregnancy, violence and harassment.

Sources

UNICEF - http://www.unicef.org/french/girlseducation/South_Africa

Mitigating the Impact of HIV/AIDS on Education

The current supply of teachers appears to be well below that which is likely to be needed to meet normal demand arising from demographic factors. The likely effects of HIV/AIDS will create very considerable additional demand. For this to be met several things need to change. First, the propensity for young people to choose a teaching career and enter training has to increase substantially. There has been an (over) reaction to hiring freezes which has undermined demand from students. Second, training capacity has been radically reduced from the (over) generous levels provided in 1994. It appears necessary to consider a new expansion. If the need is confirmed, consideration has to be given to cost effective modes of initial training, which may differ from those historically in place. Third, HIV/AIDS will rewrite the teacher supply and demand equations on current projections. The implications are as yet poorly understood but evidently very extensive. New systems of training and deployment are likely to be needed to meet this challenge.

Sources

Turbulence or Orderly Change? Teacher Supply and Demand - Multi-Site Teacher Education Research Project (MUSTER)

Encouraging the Participation of Local Communities in Education

Local communities are encouraged to participate in education. The large majority of non-governmental organizations (NGOs) involved in education in South Africa have a focus on involving communities in education initiatives.

What is the status of Muslim education?

2% of the South African population are Muslim. There are approximately 50 full-time Islamic schools, which teach the Koran.

Sources

International Board of Educational Research - <http://www.iberr.co.za/>

Additional Basic Education General Information

Donor Information

Japanese International Cooperation Agency - 2001

US\$ 17,000,000

Develop school management manuals

Construction of 20 schools

European Union - 2001

US\$ 11,200,000

Construction of 33 schools

Swedish International Development Agency - 2001

US\$ 6,691,200

To improve the quality of 120 primary schools in the northern region in the EC
Mathematics and science teaching and inclusive education in Mpumalanga
Support for Curriculum Development in NP

Department for International Development (DFID) - 2001

US\$ 4,131,000

To improve the management capacity of the Head Office and Districts in the Eastern Cape

USAID - 2001

US\$ 3,000,000

USAID- 2000

US\$ 3,988,000

USAID - 1999

US\$ 5,300,000

Providing books and reference materials to schools, providing a long-term HIV/AIDS advisor to the Department of Education, technical assistance in developing strategies and curriculum to combat HIV/AIDS, girls` education, curriculum development and adult literacy education

Danish International Development Agency - 2001

US\$ 1,920,000

Education Management Development

Finnish International Development Agency - 2001

US\$ 1,241,600

Higher Education Capacity Building, ICT Enhanced Learning, Inclusive Education

Netherlands Government - 2001

US\$ 1,168,000

Teacher Access to Resources and Information

Sources

Department of Education website - <http://education.pwv.gov.za>

USAID website - <http://www.sn.apc.org/usaidsa>

Country Spending on Education - Total Government Expenditure by Budget Type and Year

Type	Year	Amount
Education Budget	2002	US\$ 9,552,000,000
Education Budget	2001	US\$ 7,664,960,000
Teaching Resources and School Supplies Budget	2002	US\$ 186,048,000
Teaching Resources and School Supplies Budget	2001	US\$ 156,434,000
Teaching Resources and School Supplies Budget	2000	US\$ 135,099,008
Teaching Resources and School Supplies Budget	1999	US\$ 392,600,000

Sources

Department of Education website - <http://education.pwv.gov.za>

Teacher Training

Number of Teachers by Level

Level	Number
Tertiary	7,228
Secondary	111,523
Primary	179,829

Sources

Department of Education website - <http://education.pwv.gov.za>

Number of Primary Teachers by Gender

Total	Male	Female
354,201	121,143	233,058

(including Pre-Grade R, Grade R, Primary and Secondary school and ELSSEN)

Sources

Department of Education website - <http://education.pwv.gov.za>

Percentage of Primary Teachers Certified to Teach

Certified: 66.60 %

Untrained: 33.30 %

Sources

SA College for Open Learning: a Model of In-Service Training - Multi-Site Teacher Education Research Project (MUSTER)

Pupil/Teacher Ratio

Level	Total	Urban	Rural
Total	33.10:1	31.65:1	33.72:1

Sources

Department of Education website - <http://education.pwv.gov.za>

Percentage of Primary Teachers Retiring each Year

There is an overall net loss from the teaching sector of 3.3%. The national level is not very high, but there is enormous variance between provinces. Nationally, it is estimated that 30% of new teachers leave during their first two years, and more than 40% depart during their first four years. Studies also show that teachers who leave the profession reported a lower mean income than those who stayed, challenging the belief that teachers quit to earn more money in other careers.

The age distribution of leavers and joiners suggests stability and order, though with some surprises. The pattern of leaving suggests that those who leave are mostly either ready for retirement (note the peaks at exactly 65 and 60) or are very young and therefore simply giving the profession a try or joining while awaiting better prospects, and leaving quickly upon finding them. In terms of the age distribution, the peaks for leaving are 65 and 21; for joining, around 20; and for those who stay, 32 years of age. The distributions for joining and for leaving, resemble each other, except for the old-age peak in the latter. The average age of teachers is about 37 years old.

Having a pay advantage, would explain the high joining rates for younger and less-educated

teachers. This high joining rate for the young is also probably explained by the simple fact that, once a young person is trained as a teacher, a fairly logical first step in the job market is a job as a teacher. However, young teachers also leave in high numbers. One explanation might be that once they have been teaching for a year or two, they begin to understand what their lifetime prospects are and that their relative pay advantage is likely to decline; the more highly educated, the more they leave, because the more their lifetime earning prospects appear poor relative to the rest of the labor force. There are three groups who really represent very high leaving rates: the best-educated young and then the old in general. However, amongst the young, the best-educated have higher leaving rates, and among the old, the least educated have the higher leaving rates.

Sources

Turbulence or Orderly Change? Teacher Supply and Demand - Multi-Site Teacher Education Research Project (MUSTER)

What are the barriers to teacher sufficiency?

The teacher workforce in South Africa has been undergoing turbulent change in the last few years, as a result of a variety of factors. These include the merger of the old departments of education, the differing approaches adopted by Provincial governments to retrenchment and recruitment related to needs and financial resources, changes in the framework for teacher's qualifications, and the reorganization of teacher education provision. The onset of the HIV/AIDS epidemic is now adding a new dimension to the turbulence experienced so far and has implications both for the supply and demand for teachers. Forecasts of teacher demand and supply suggest a large and looming imbalance between supply and demand arising from the short-term administrative measures taken to control enrollment in teacher training, and a collapse in willingness to enroll in training amongst potential teachers. These factors, coupled with demographic changes and the impact of HIV/AIDS, have created a situation where future demand is likely to be many times greater than current supply. This situation invites an urgent policy response.

Sources

Turbulence or Orderly Change? Teacher Supply and Demand - Multi-Site Teacher Education Research Project (MUSTER)

What is the design of pre-service teacher training programs?

Pre-service training is offered by universities and incorporated Colleges of Education. Students with a Grade 12 pass with exemption are recruited and training takes three to four years. Students are required to undergo teaching practice in a school of their choice, at least once per year. Universities are responsible for the exams and courses, all are accredited by the South African Qualification Authority.

The information below refers to one specific pre-service training in Kwa-Zulu Natal, there are other training courses provided in other provinces, however, no further information was found. In 1998, the Kwa-Zulu Natal provincial department of education requested the three colleges of education, Umlazi College of Education, Springfield College of Education and Natal College of Education (NCE), which had offered elements of distance education to amalgamate and form the South African College of Open Learning (SACOL) in 1999. Springfield College of Education (SCE) started as a pre-service training (PRESET) college. In the last 10 years, SCE has offered both PRESET and distance In-service (INSET) training. In the amalgamation, it was decided that there would be two campuses: Durban (ex-SCE) and Pietermaritzburg (ex-NCE) and all staff would be SACOL staff. New students would be registered as SACOL students and students who were to complete their previously registered courses would continue as "pipeline" students. There is an option of a two-year qualification, a three-year diploma and a four-year Higher and Further Diploma in Education.

In 1999, the colleges decided not to embark on new program, curriculum or materials development, but chose rather to bring together, with minor modifications, the strengths of each of the three institutions. The Further Diplomas of Education from Springfield College of Education, the certificate and diploma course of Umlazi College of Education and the Higher Diploma in Education from Natal College of Education were used. In 2000, there were some adaptations of the previous curricula, but with the intentions to incorporate the college into the higher education sector, they have not devised new curricula. In 2000, SACOL offered about 34 different course structures. There are national exams for the certificate that leads to (in old terms) an M+2 qualification, the diploma that leads to an M+3 and the Higher and Further Diploma in Education that leads to an M+4 qualification. There are pipeline distance education students from each of the three campuses. In addition, there are ex-Springfield PRESET courses, Education Diploma for the Deaf, Education Diploma and Higher Education Diploma.

Sources

SA College for Open Learning: a Model of In-Service Training - Multi-Site Teacher Education Research Project (MUSTER)

What is the design of in-service teacher training programs?

[The information below refers to one specific in-service training in KZN, there are other training courses provided in other provinces, however, no further information was found.]

A teacher education program is offered to permanent, unqualified teachers through the distance education mode. SACOL, in Kwa-Zulu Natal, is one of the institutions in South Africa that offers in-service teacher training. One-third of the SACOL students are registered for certificate and diploma courses. These students are mostly African (98%) and female (88%) and about 60% started teaching after 1992. Half these students teach in the foundation phase and three-quarters teach in rural schools. The duration of the courses vary.

The staff at the college is well qualified and has had experience in the educational system. The SACOL curriculum is delivered through materials (study guides, tutorial letters, assignments, feedback to assignments), contact sessions and sessions at regional learner centers. The quality of the materials and the contact sessions are varied. There is a large wastage in the system because of the high attrition rates and low performance in examinations. The training is designed to gain a qualification and not necessarily to impact on classroom practices. SACOL also offers Higher and Further Diplomas in Education to qualified teachers to upgrade their qualification. In January 2001, the University of South Africa (UNISA) incorporated SACOL, however, SACOL still delivers distance education programs for in-service teachers.

Sources

SA College for Open Learning: a Model of In-Service Training - Multi-Site Teacher Education Research Project (MUSTER)

Number of Teacher Training Institutions. Names and Addresses of Prominent Institutions

General

Number of Institutions: 8
University of Durban-Westville
Faculty of Education
Private Bag X54001
Durban 4000
South Africa
Tel: 0027 31 204 4603/4
Fax: 0027 31 204 4866
email: msamuel@pixie.udw.ac.za

or Kasturie Sanasym: ksanasy@pixie.udw.ac.za

University of Durban-Westville: <http://www.udw.ac.za>
Faculty of Education, University of Natal (Pietermaritzburg),
<http://www.edu.unp.ac.za/>

Media in Education Trust (MIET)
Durban 4000
<http://www.miet.co.za/profile/profile.htm>

South African College of Open Learning (SACOL)
Durban
<http://www-icdl.open.ac.uk/icdl/export/africa/southafr/collopen/inst/index.htm>

University of the Western Cape (UWC)
Faculty of Education
Private bag X17, Belville 7535,
Cape Town, South Africa
<http://www.uwc.ac.za/>

University of Cape Town (UCT)
Private bag , Rondebosch 7701,
Cape Town, South Africa
<http://www.uct.ac.za/>

University of Pretoria
Faculty of Education, 0002 Pretoria,
South Africa
<http://www.up.ac.za/>

University of Witwatersrand (Wits)
Faculty of Education, PO Wits 2050,
Braamfontein, Gauteng, South Africa
<http://www.wits.ac.za/>

Minimum Requirements for Teacher Training Recruitment

General

For university entrance, a matric (final year of secondary school – Grade 12) "endorsement" is required (a minimum of three subjects passed at "higher grade"), although some universities do set their own additional academic requirements. A "standard grade" school-leaving South African senior certificate is sufficient for technikon or technical college study.

Sources

Department of Education website - <http://education.pwv.gov.za>

Demand for Teacher Training

About 15% of matriculants chose to study teaching. In 2001, between 3% to 5% enrolled in teacher education.

Sources

Department of Education website - <http://education.pwv.gov.za>

Are alternative routes to teacher certification available?

Alternative routes for teacher training exist.

Distance Education

Sources

SA College for Open Learning: a Model of In-Service Training - Multi-Site Teacher Education Research Project (MUSTER)

Efficiency of TTCs

Current teacher supply levels are very low by historical standards. If supply is dwindling, it is not because individuals are acting irrationally, or because the incentives are quite poor, but because the demand is bureaucratically or budgetarily restricted, and individuals are reacting to the real probability of getting a job after exiting from teacher training under current conditions.

Sources

Turbulence or Orderly Change? Teacher Supply and Demand - Multi-Site Teacher Education Research Project (MUSTER)

How is the assignment to schools done?

The prospective teacher is interviewed by School Governing Bodies (SGBs) and a recommendation is made.

Sources

Department of Education website - <http://education.pwv.gov.za>

Are there incentives for teachers to teach in rural areas?

The government is researching ways to subsidize teachers' transportation costs in rural areas.

Are there programs for the professional development and support of head teachers and school administrators?

Programs for the professional development of teachers exist.

Between 2001 and 2002 all provincial coordinators, district officials, and school principals were trained in leadership, management and governance development, and HIV/AIDS Awareness, Information and Advocacy.

Sources

Department of Education, 2000, Implementation Plan

Girls' Education

What are the primary reasons for girls' low enrollment and completion rates?

- A gender biased curriculum especially in science, mathematics and technology subjects.
- Lack of qualified African [black] female teachers, in particular at secondary and tertiary education levels. There is a lack of role models who can offer quality education.
- Violence in schools. Girls tend to be treated as second class citizens, which is most visibly manifested in South Africa having one of the highest rates of violence and harassment of girls and women in the world.

Sources

UNICEF - http://www.unicef.org/french/girlseducation/South_Africa

What is the policy on pregnancy?

For Girls

The South African Schools Act (RSA, 1996c: 44) makes school compulsory for children between the ages of 7 and 14, and by guaranteeing learners equal access to basic and quality education without discrimination of any kind. It states that: "No learner may be denied admission to an ordinary school on any grounds, including grounds of disability, language, learning difficulty, or pregnancy."

For Teachers

Teacher trainees are allowed to continue their education.

Sources

Department of Education website - <http://education.pwv.gov.za>

Is there evidence of curriculum revision?

General

Curriculum 2005 was launched in March 1997. It was revised in 2002, a new curriculum called the Revised National Curriculum Statement was published in May 2002. Amongst other revisions it removed the use of academic jargon.

Sources

Department of Education website - <http://education.pwv.gov.za>

Innovative teaching practices

The curriculum is now learner-centered and focuses on group work and continuous assessment.

Sources

Department of Education website - <http://education.pwv.gov.za>

Remove gender bias from textbooks

In 1996, the Gender Equity Task Team suggested the Department of Education establish guidelines to address sexism in curricula, textbooks, teaching and guidance.

Sources

Department of Education website - <http://education.pwv.gov.za>

Relevance to the world of HIV/AIDS

The first 10 years of schooling has been reorganized into eight learning areas: Language, Literacy and Communication; Mathematical Literacy, Mathematics and Mathematical Sciences; Human and Social Sciences; Technology; Natural Sciences; Economic and Management Sciences; Arts and Culture; and Life Orientation, which includes HIV/AIDS awareness.

Sources

Department of Education website - <http://education.pwv.gov.za>

Life Skills

Importantly, social goals of national reconstruction and the goal of preparing learners for the new global context are integrated into all learning areas. For example, Life Orientation is described as "fundamental in empowering learners to live meaningful lives in a society that demands rapid transformation."

Sources

Department of Education website - <http://education.pwv.gov.za>

What are the reforms most likely to stimulate the enrollment and persistence of girls in school?

A Gender Equity Task Team (GETT) was established in 1996. The aim of the Task Team was "to investigate and advise the Department of Education on the establishment of a permanent Gender Equity Unit in the Department." In cooperation with the Provincial Departments of Education, through the Heads of Education Departments Committee (HEDCOM) the Gender Equity Unit advises the Director-General on all aspects of gender equity in the education system, and in particular, to:

- Identify means of correcting gender imbalances
- Imbalances in enrollments, dropouts, subject choice, career paths and performance
- Advise on the educational and social desirability and legal implications of single sex schools
- Propose guidelines to address sexism in curricula, textbooks, teaching and guidance
- Propose affirmative action strategies for increasing the representation of women in professional leadership and management positions, and for increasing the influence and authority of women leaders
- Propose a strategy to counter and eliminate sexism, sexual harassment and gender violence throughout the education system
- Develop close relations with the organized teaching profession, organized student bodies, the Education Labour Relations Council, national women's organizations and other organizations whose cooperation would be essential in pursuing the aims of the unit.

Sources

Department of Education website - <http://education.pwv.gov.za>

Are schools safe for girls? What is the most common threat to the safety of schoolgirls?

No, South African girls of every race and economic class encounter sexual violence and harassment at school that impedes their realization of the right to education.

In response to research showing that sexual harassment and rape is a widespread and growing problem in South Africa's schools, former Education Minister, Kadar Asmal, said that the situation in South Africa was not different from anywhere else in the developing world. The study, published in the British Medical Journal, suggested that teachers were responsible for 33% of the fast growing number of child rapes in South Africa. In one case, a teacher in the Eastern Cape allegedly impregnated 20 girls from the same school. While some pupils had reported the matter to the community, community members were divided on the issue since some parents benefited by accepting damages from the perpetrators. The study's author called on the Department of Education to get tough with teachers accused of abusing or raping pupils. "The department is just not doing enough to deal with this crisis," she claimed. Asmal acknowledged that sexual violence in South African schools is escalating and that "drastic steps" are needed, but said that the situation in South Africa was not out of the ordinary.

Sources

Global Campaign for Education website - http://www.campaignforeducation.org/_html/2002-news/enews-02-07/content-txt.shtml

Is there evidence of reforms to reduce the cost of schooling?

Evidence of reforms to reduce the cost of schooling exist.

The former Minister of Education drafted regulations that provide for exemptions from paying school fees for parents who cannot afford to do so.

Sources

Department of Education website - <http://education.pwv.gov.za>

Textbooks and Other Learning Materials

Are textbooks free?

Free textbooks are available.

The Department of Education provides free textbooks for all grades falling under compulsory education.

The South African Schools Act, 1996 (Act No. 84 of 1996) makes provision in section 21 for the Head of a Provincial Department of Education to allocate functions with financial implications to schools that are deemed to have the capacity to handle financial matters. Schools that have the capacity are given a school non-personnel budget from which they make allocations at school level for different services, such as textbooks. The provision of learning support materials to learners is one such service. Provincial departments of education were required to report on deliveries made to such schools. Only the Northern Cape and Western Cape provided reports. The other seven provincial departments did not report on the performance of the schools that had been assigned functions in terms of section 21 of the South African Schools Act. The Northern Cape reported that schools with assigned functions had provided approximately 97.82% of all Learner Support Materials (LSMs) required. The percentage includes Grade 5 and 9 requirements and a top up of LSMs in the remaining grades. The Western Cape reported that some of the schools did not order stationery as they had enough stock available from the previous year. Provincial education departments have, in the past year, demonstrated their commitment to ensuring that they provide LSMs within their budget allocations. Although there were deviations from the budget allocations in the 2000/2001 financial year, the level of spending was not affected.

Sources

Department of Education website - <http://education.pwv.gov.za>

Are teaching guides and other resources available?

The depth of the inequities in education left by apartheid cannot be overstated. Historical inequalities have given rise to internal inefficiencies and unequal educational outcomes. More than three years after the first democratic elections, the School Register of Needs Survey, reflected these inequities in stark terms. While a small proportion of schools, historically serving white learners, were well-resourced schools – including resourced libraries, computer centers and scientific laboratories – the vast majority of children in South Africa continue to be educated in conditions of extreme neglect. In 1996, one in four schools had no water within walking distance, and nearly one in ten had to get their water from dams and rivers. Over half (57%) do not have electricity. Over half (52%) have pit latrines for toilets, while 13% have no ablution facilities at all. There is no learning equipment in 73% of schools, and 69% have no learning materials. Nationally, 57 499 classrooms are needed. The level of library provisioning is appalling, with 72% of schools having no library collection. Approximately half of the schools in the most rural provinces have no sports facilities. Current estimates suggest that, redressing the problems outlined by the survey alone, would require an additional US\$480 million per year over the next ten years.

Sources

Department of Education, 2000, Implementation Plan

How often are textbooks resupplied/replaced?

Annually. Learning materials are re-used, as the textbooks and other learning materials are loaned to pupils for one year, after which they have to return them to the school.

Are learning/teaching materials available in all regional languages?

Learning/teaching materials are available in regional languages.

For Grades 1-4 learning materials are available in the official languages, as are teaching materials.

What are the mechanisms for development/distribution of teaching and learning material?

Development

The procurement and delivery of learning support materials is the responsibility of the Provincial Education Departments (PEDs). The Department of Education can only monitor progress and advise in that regard.

Distribution

In 2001, the delivery of textbooks had not been managed as well as it should have been in most provinces. Only four provinces, Free State, Northern Cape, North West and Western Cape, appear to have reached the 75% level of delivery by the time schools opened. All the provinces except Eastern Cape, Gauteng and KwaZulu-Natal delivered more than 90% of the stationery before the schools opened in January. In comparison to previous years, the reports show an improvement in the delivery of learning support materials in the six provinces. However, there have been reports in the print media alleging that some schools did not receive LSMs on time or did not receive any LSMs at all. This has been the case in the KwaZulu-Natal and Limpopo provinces. The affected PEDs responded to such allegations by stating that among other reasons, delays were caused by logistical arrangements imposed by tender boards, through the tender process and books that are sometimes out of print or have to be reprinted.

Sources

Department of Education website - <http://education.pwv.gov.za>

To what extent is information communication technology available/used in basic education?

ICT Available

Information and Communication Technology (ICT) is available and is used in basic education. South Africa has a well-developed science and technology infrastructure. There are 150 Internet service providers and 3.068 million Internet users. South Africa currently houses eight Science Councils and 35 Science, Engineering, and Technology Institutes. Despite these developments, the potential human capacity for science and technology in South Africa is a cause for concern. On the one hand, the population that produces research results is aging, while on the other, the enrollment rate in mathematics and physical science courses is low, indicating that the pool of future researchers may also be low.

ICT Used

In 1996, 2,311 schools were registered in the Human Science Research Council (HSRC) database as having one or more computers. Despite some extreme variations, schools in the provinces of Gauteng and the Western Cape have on average a better ICT infrastructure than schools in the

Eastern Cape, Northern Cape and Northern Province. Schools in the Free State, KwaZulu-Natal, Mpumalanga and the North West province hold an intermediate position. E-mail facilities are beginning to be used more extensively in many schools as a management and administrative resource and also as a teaching resource. Internet use is becoming more common in a wide spectrum of schools across all provinces. For instance, nearly half (49%) of schools in the Western Cape and Gauteng, which have computers, have access to the Internet. In both primary and secondary schools, the teaching of basic computer principles and word processing skills form the most important component in the teaching of computer literacy. There are no significant differences in the number of female learners and male learners that are being taught computer skills. On average, learners in primary schools spend less than one hour per week learning computer skills. In secondary schools, the time spent learning computer skills tends to increase but is significantly influenced by whether Computer Studies is offered as a school subject or not and by the number of computers that schools possess.

Sources

Department of Education website - <http://education.pwv.gov.za>

Description of Transportation Systems and Projected Improvements

South Africa is a middle-income emerging market with an abundance of natural resources, well-developed financial, legal, communications, energy, and transport sectors, and a modern infrastructure that supports the efficient distribution of goods to major urban centers throughout the region.

Railways: total: 22,298 km

narrow gauge: 21,984 km 1.065-m gauge (10,436 km electrified); 314 km 0.610-m gauge
note: includes a 2,228 km commuter rail system (2002)

Highways: total: 362,099 km

paved: 73,506 km (including 2,032 km of expressways)

unpaved: 288,593 km (2000)

Ports and harbors:

Cape Town, Durban, East London, Mossel Bay, Port Elizabeth, Richards Bay, Saldanha

Airports: 728 (2003 est.)

Airports - with paved runways:

total: 145, over 3,047 m: 10, 2,438 to 3,047 m: 5

1,524 to 2,437 m: 51, 914 to 1,523 m: 68

under 914 m: 11 (2003 est.)

Airports - with unpaved runways: total: 583

1,524 to 2,437 m: 34, 914 to 1,523 m: 299,

under 914 m: 250 (2003 est.)

Sources

CIA World Factbook website - <http://www.cia.gov/cia/publications/factbook/geos/>

Community Participation in Basic Education

In what ways is the community involved in basic education?

Paying fees

There has been a good deal of discussion around the proposals to prohibit payments by SGBs to educators or non-educators employed by the State unless the SGB has obtained permission from the Head of Education in the relevant province to make such payments. The aim of this amendment is to strictly limit and regulate payments by SGBs in the form of incentives, bonuses, rewards, monthly payments etc. in cash or kind, to state employees. Some relief for at least one year is provided for in the transitional arrangements.

Provision of labor

One destination for teachers leaving schools is perhaps employment with SGBs. The ratio of SGB-employed teachers matches the rate of teachers leaving. The differences in the ratio of SGB to total teachers by age is statistically highly significant: middle-aged teachers are much less likely to be teaching in SGB posts than are the young and the old.

Recruitment of Teachers

SGBs play a significant role in creating posts for teachers.

Sources

Turbulence or Orderly Change? Teacher Supply and Demand - Multi-Site Teacher Education Research Project (MUSTER)

What is the level of community participation vs. government share of social and financial responsibility for basic education?

Community-Higher Education Service Partnerships (CHESP), a program, which is implemented by the Joint Education Trust (JET), involves communities in education, empowering them and ensuring that their educational needs are met. This means:

- Engaging communities directly
- Focusing on assets within communities
- Utilizing local schools, clinics, businesses, churches, community associations, sports grounds, physical resources like rivers and dams
- Involving local businesses, provincial and metropolitan authorities
- Addressing community issues.

Sources

Joint Education Trust website - <http://www.jet.org.za/>

Are NGOs and civil society involved in education? What role do they play? Who are they?

NGOs and civil society are involved in education.

It is very extensive. Many South African NGOs and civil society organizations have education programs, such as, the Joint Enrichment Trust (JET). UNICEF in South Africa, works with the following partners: South African Council for Educators (SACE), the Crime Reduction in School Project (CRISP), SchoolNet South Africa, Women`s Net, the Human Science Research Council (HSRC), the Centre for Education Policy Development (CEPD), The British Council, National Association of School Governing Bodies (NASGB), South African Girl Child Alliance (SAGCA), Fort Hare University, University of the North, University of Pretoria, communities, parents, educators, children and traditional leaders.

Sources

Centre for Civil Society website - <http://www.nu.ac.za/ccs/default.asp?6,37#search>

Department of Education website - <http://education.pwv.gov.za>

Joint Education Trust website - <http://www.jet.org.za/>

Impact of HIV/AIDS on Basic Education

How is HIV/AIDS affecting the supply and quality of education, the number of teachers dying each year of HIV/AIDS and the educational management's ability to plan long-term?

Number of Teachers Dying each Year of HIV/AIDS

South Africa has 4.2 million HIV positive persons and an estimated infection rate of 1,700 per day. Given this alarming statistic, the South African Democratic Teachers' Union (SADTU) conducted its own preliminary study to ascertain the number of teachers dying of HIV/AIDS. The study revealed that of the 701 deaths of members recorded in a 10-month period, from August 1999 to May 2000, a significant number are considered to be AIDS related. The study also revealed that young teachers between the ages of 30-39 were the ones most affected. This was further supported by the 13th International Conference on AIDS in Durban, which reported that there is a high prevalence of HIV/AIDS among school administrators and teachers in South Africa. For South Africa this will certainly roll back the gains that have been made on school enrollment, the struggle to fully implement quality public education and the Education For All (EFA) commitments.

Educational Management's Ability to Plan Long-Term

There has been a wide range of policy initiatives at the national level, designed to combat the spread of HIV/AIDS. Over the past year the national government has attempted to streamline these planning initiatives into a national program. In June 2000, the Minister of Health launched the "HIV/AIDS/STD Strategic Plan for South Africa, 2000-2005", as a broad national strategic plan to guide the country's response as a whole to the pandemic. The plan seeks both to reduce HIV infection rates and to address the broad impact of HIV/AIDS on individuals, families and communities. The strategic plan establishes a structure for implementation. The new strategy is creative and, in public health terms, comprehensive. It seeks to link the resources of government with those of national and international partners, recognizing "that no single sector, ministry, department or organization is by itself responsible for addressing the HIV epidemic."

Sources

Department of Education website - <http://education.pwv.gov.za>

Is there provision for the education of orphans and vulnerable children?

There is provision for the education of orphans and vulnerable children.

The "HIV/AIDS/STD Strategic Plan for South Africa, 2000-2005", and the "National Integrated Plan for Children Infected and Affected by HIV/AIDS", provide the basis for an integrated national approach to the pandemic. The focus on HIV/AIDS in the Tirisano Implementation Plan, including a focus on awareness, information, life-skills, and support, represents the effort on the part of the Department of Education to respond purposefully to the crisis. During the 1990s, the state's AIDS budget doubled. Cabinet ranked HIV/AIDS among government's 20 social priorities, earning the program, privileged access to resources, and almost US\$800,000 in foreign funding was raised to finance it. In 2000, US\$72 million (additional to departmental budgets) was allocated over three years for the integrated strategy for children affected by HIV/AIDS. Provincial administrations prepared business plans for using these funds. USAID, Department for International Development, the European Union and other international co-operation agencies are providing supplementary financial and technical support to both government and NGOs.

The government has nearly reached its goal for its school-feeding schemes and has no plans to extend it. More than 40% of school-going children are receiving state-sponsored meals every day. Out of 12 million learners, 4.6 million destitute children at about 17,000 schools receive meals. This

covers most of SA's poorest schools and the government's next step is to improve the quality of food provided. The Department of Education took this role over from the Department of Health in April 2004. The Director of School Nutrition, urged Members of Parliament to educate communities about the school-feeding scheme, so that parents could start monitoring whether tenders were being awarded fairly and that food was distributed properly.

Sources

Department of Education website - <http://education.pwv.gov.za>

Expenditure - What is the amount paid?

Replacement of teachers

US\$ 16000.00

Three to four years of pre-service training is likely to cost \$9,600 (R60,000) to \$16,000 (R100,000) per teacher. At a cost of \$12,800 (R80,000) per teacher (to take the mid-range), the price tag is about \$400 million to \$480 million (R2.5 to R3 billion per year). MUSTER suggests training 30,000 new teachers per year. Such an expenditure must be cost-effective. MUSTER calculate that the social cash cost (i.e., public and private, but without counting the private opportunity cost) of one year of pre-service training, by the late 1990s, was approximately \$7,200 (R45,000) to \$8,000 (R50,000) per student per year in teacher training colleges, and approximately \$3,200 (R20,000) per student per year at higher education institutions. However, by the late 1990s, teacher training colleges were running well below capacity. When they were functioning at levels closer to capacity the cost would have been less.

Programs subsidizing tuition for orphans

If the state decides not to pay special attention to orphans, or admits that it simply cannot do so with formally trained and paid teachers, then it is possible to think of scenarios wherein the system could train sufficient numbers of teachers to cope with HIV/AIDS amongst teachers, and then address the issue of orphanhood through more informal and community-based means. Essentially, "all" that would be required is a return to the basic social parameters of transition between Grade 12 and teacher training that were common in the early 1990s. One would have to plan so that some 15% or so of matriculants would choose to become teachers, instead of the 2%–3% that are making this choice now. MUSTER research suggests that this requires not so much a shift in pay policy or salary scales, as for the state to start sending out clear messages to secondary school students about the likelihood of jobs being available in teaching and improved planning and expanded enrollment capacity in cost-effective teacher education.

Sources

Turbulence or Orderly Change? Teacher Supply and Demand - Multi-Site Teacher Education Research Project (MUSTER)