

SOUTH AFRICAN CURRICULUM *for* THE TWENTY FIRST CENTURY
REPORT OF THE REVIEW COMMITTEE ON CURRICULUM 2005

Presented to the Minister of Education, Professor Kader Asmal

PRETORIA

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SUMMARY AND PRINCIPAL RECOMMENDATIONS

The Review Committee on Curriculum 2005 was appointed in February 2000 to provide recommendations on:

- Steps to be taken in respect of the implementation of the new curriculum in Grades 4 and 8 in 2001
- Key success factors and strategies for a strengthened implementation of the new curriculum
- The structure of the new curriculum
- The level of understanding of outcomes-based education.

The Report of the Review Committee was prepared on the basis of an exhaustive review of existing research reports and papers, interviews with teachers, principals, managers, trainers, publishers and departmental officials as well as public submissions made by a range of individuals, organisations and institutions.

The Report is based on the view that curriculum should be clearly steered by principles that promote personal and social development and transformation for the 21st Century. The social goals of social justice, equity and development are pursued by confronting a dual challenge:

- the challenge of the past and moving beyond the legacy of apartheid
- the challenge of the future and developing a curriculum that will provide a platform for the knowledge, skills and values for innovation and growth, and cultural creativity and tolerance for an African Renaissance.

The Report shows that while there is overwhelming support for the principles of outcomes-based education and Curriculum 2005, which has generated a new focus on teaching and learning, implementation has been confounded by:

z a skewed curriculum structure and design

- lack of alignment between curriculum and assessment policy
- inadequate orientation, training and development of teachers
- learning support materials that are variable in quality, often unavailable and not sufficiently used in classrooms
- policy overload and limited transfer of learning into classrooms
- shortages of personnel and resources to implement and support C2005
- inadequate recognition of curriculum as the core business of education departments.

All these areas require attention. Their weaknesses are underpinned by and require adequate resourcing, manageable time-frames for implementation and regular monitoring and review.

In order to address these issues the Review Committee proposes the introduction of a revised curriculum structure supported by changes in teacher orientation and training, learning support materials and the organisation, resourcing and staffing of curriculum structures and functions in national and provincial education departments.

- In order to address overcrowding of the curriculum in the GET band, it is proposed that learning areas in this band be reduced from eight to six and that more time be allocated to languages and mathematics. These rationalised learning areas should include languages, mathematics, science and technology, social sciences (history and geography), arts and culture and life orientation.
- In order to address problems related to the complexity of the curriculum design and terminology, the Review Committee proposes that a revised, streamlined National Curriculum Statement be produced for ECD, GET, FET and ABET.
- The National Curriculum Statement has two main features: critical outcomes, and learning area statements which specify outcomes and assessment standards. These features should promote both conceptual coherence and integration. The National Curriculum Statement should be written in clear language.
- The implications of this proposal are that the existing twelve critical outcomes should be retained, the sixty six specific outcomes should be dropped and that Assessment Criteria, Phase and Programme Organisers, Range statements, Performance Indicators, Expected Levels of Performance are unnecessary and should therefore also be dropped. In addition, there will be more time for languages and mathematics; history and geography will form the core of a social sciences learning area and arts and culture will have a place in the curriculum.
- The values of a society striving towards social justice, equity and development through the development of creative, critical and problem-solving individuals lie at the heart of this curriculum.

Critical to a strengthened implementation process are:

- A revised and streamlined outcomes-based curriculum framework which promotes integration and conceptual coherence within a human rights approach which pays special attention to anti-discriminatory, anti-racist, anti-sexist and special needs issues
- a national teacher education strategy which locates teacher preparation and development for the new curriculum in higher education and identifies, selects and trains a special cadre of regional and district curriculum trainers working with NGOs and higher education for short-term orientation

- the production of learner support materials – especially textbooks – which should become the responsibility of publishers and dedicated units or institutes as proposed in the White Paper on Education and Training (1995)
- ring-fenced budgeting for the curriculum
- reorganisation and reinforcement of curriculum functions both in the DOE and in the provinces
- relaxation of the pace of implementation
- a managed process of phasing out the current C2005 and phasing in C21
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LIST OF ABBREVIATIONS

ABET	Adult Basic Education and Training
AC	Assessment Criteria
A&C	.....	Arts and Culture
ANC	.....	African National Congress
C2005	.....	Curriculum 2005
DOE	.....	Department of Education
ELSEN	.....	Education of Learners with Special Needs
ECD		Early Childhood Development
EMS	.....	Economic and Management Sciences
FET	.....	Further Education and Training

GET	.....	General Education and Training
GETC	.....	General Education and Training Certificate
HSRC	.....	Human Sciences Research Council
HSS	.....	Human and Social Sciences
ILP	.....	Illustrated Learning Programme
IPET	.....	Implementation Plan for Education and Training
LLC	.....	Language, Literacy and Communication
LO	.....	Life Orientation
LSM	.....	Learning Support Materials
MLMMS	.....	Mathematical Literacy, Mathematics and Mathematical Sciences
NAPTOSA	.....	National Professional Teachers Organisation of South Africa
NEPI	.....	National Education Policy Investigation
NQF	.....	National Qualifications Framework
NS	.....	Natural Sciences
OBE	.....	Outcomes-Based Education
PEI	.....	President's Educational Initiative
PI	.....	Performance Indicator
SADTU	.....	South African Democratic Teachers' Union
SAOU	Suid Afrikaanse Onderwysers Unie
SAQA	South African Qualifications Authority

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African historical and cultural identity, has been distorted through use of political economy shows its lacks, deficiencies, interests, needs, desires, passions, tastes, ideals, motives, values, etc. The topic I am embarking on may not be popular or much known subject, [Maybe too long for the Internet], but I am going to try and unpack this historical phenomenon of a distorted and dysfunctional African society and picture of African Culture and Customs that we read about today, and how the remnants of this African culture we see.