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NATIONAL ASSEMBLY

WRITTEN REPLY

QUESTION 2551

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2551. Ms A T Lovemore (DA) to ask the Minister of Basic Education:

- (1) (a) In respect of each province and district, (i) how many and (ii) what percentage of public ordinary schools offering Grade 10 to 12 are offering Mathematics in this phase, (b) for each of the schools not offering Mathematics, why do such schools not offer Mathematics and (c) what plans, including time frames, exist to ensure that Mathematics will be offered in the specified schools;
- (2) in respect of each province and district, (a) how many appropriately qualified teachers are required to enable relevant schools to offer Mathematics to the number of learners (i) currently studying Mathematics in the further education and training (FET) phase and (ii) targeted to study Mathematics in the (aa) 2016, (bb) 2020, (cc) 2025 and (dd) 2030 academic years, (b) how many qualified teachers are currently teaching Mathematics in the FET phase and (c) what plans, including time frames, exist to ensure that appropriately qualified FET phase teachers will be in place?

NW2923E

REPLY

(1) (a) (i) and Question: (1) (a) (ii)

Province	EIDistrict	No of Public ordinary schools offering grade 10-12, by province & district		
		Offering Mathematics	ALL	% Offering Mathematics
EC	BUTTERWORTH	31	47	66.0
	COFIMVABA	24	32	75.0
	CRADOCK	12	17	70.6
	DUTYWA	28	34	82.4
	EAST LONDON	52	79	65.8
	FORT BEAUFORT	22	46	47.8
	GRAAFF-REINET	11	16	68.8
	GRAHAMSTOWN	6	20	30.0
	KING WILLIAMS TOWN	51	109	46.8
	LADY FRERE	15	23	65.2
	LIBODE	29	41	70.7
	LUSIKISIKI	22	33	66.7
	MALUTI	13	24	54.2
	MBIZANA	23	26	88.5
	MT FLETCHER	9	21	42.9
	MT FRERE	17	25	68.0
	MTHATHA	39	48	81.3
	NGCOBO	17	23	73.9
	PORT ELIZABETH	40	70	57.1
	QUEENSTOWN	26	40	65.0
	QUMBU	19	28	67.9
	STERKSPRUIT	15	29	51.7
	UITENHAGE	28	35	80.0
EC Total		549	866	63.4
FS	FEZILE DABI	49	54	90.7
	LEJWELEPUTSWA	42	67	62.7
	MOTHEO	61	70	87.1
	THABO MOFUTSANYANA	77	89	86.5
	XHARIEP	16	25	64.0
FS Total		245	305	80.3
GT	EKURHULENI NORTH	41	44	93.2
	EKURHULENI SOUTH	45	55	81.8
	GAUTENG EAST	45	47	95.7
	GAUTENG NORTH	12	13	92.3
	GAUTENG WEST	36	44	81.8
	JOHANNESBURG CENTRAL	49	51	96.1
	JOHANNESBURG EAST	33	37	89.2
	JOHANNESBURG NORTH	36	40	90.0
	JOHANNESBURG SOUTH	24	27	88.9
	JOHANNESBURG WEST	20	31	64.5
	SEDIBENG EAST	17	18	94.4
	SEDIBENG WEST	41	44	93.2
	TSHWANE NORTH	28	31	90.3
	TSHWANE SOUTH	50	53	94.3
	TSHWANE WEST	43	46	93.5
GT Total		520	581	89.5

KZ	AMAJUBA	41	66	62.1
	ILEMBE	79	107	73.8
	PINETOWN	104	133	78.2
	SISONKE	64	76	84.2
	UGU	93	103	90.3
	UMGUNGUNDLOVU	95	115	82.6
	UMKHANYAKUDE	88	150	58.7
	UMLAZI	104	126	82.5
	UMZINYATHI	93	127	73.2
	UTHUKELA	93	130	71.5
	UTHUNGULU	132	191	69.1
	ZULULAND	108	179	60.3
KZ Total		1 094	1 503	72.8
LP	LEBOWAKGOMO	90	103	87.4
	MOGALAKWENA	92	102	90.2
	MOPANI	159	184	86.4
	POLOKWANE	193	245	78.8
	RIBA CROSS	67	90	74.4
	SEKHUKHUNE	206	235	87.7
	TSHIPISE SAGOLE	46	54	85.2
	TZANEEN	50	54	92.6
	VHEMBE	214	229	93.4
	WATERBERG	36	48	75.0
LP Total		1 153	1 344	85.8
MP	BOHLABELA	10	128	7.8
	EHLANZENI	64	114	56.1
	GERT SIBANDE	66	118	55.9
	NKANGALA	80	143	55.9
MP Total		220	503	43.7
NC	FRANCES BAARD	28	37	75.7
	JOHN TAOLO GAETSEWA	23	28	82.1
	NAMAKWA	13	20	65.0
	PIXLEY KA SEME	26	44	59.1
NC Total		90	129	69.8

NW	GREATER DELAREYVILLE	18	18	100.0
	GREATER TAUNG	23	27	85.2
	KAGISANO MOLOPO	8	11	72.7
	KGETLENG RIVER	11	14	78.6
	LETLHABILE	17	18	94.4
	LICHTENBURG	12	16	75.0
	MADIBENG	11	12	91.7
	MAFIKENG	16	19	84.2
	MAQUASSI HILLS	12	15	80.0
	MATLOSANA	29	33	87.9
	MORETELE	18	20	90.0
	MOSES KOTANE EAST	12	14	85.7
	MOSES KOTANE WEST	12	15	80.0
	POTCHEFSTROOM	17	19	89.5
	REKOPANTSWA	10	15	66.7
	RUSTENBURG	25	29	86.2
	TALEDI	17	21	81.0
	ZEERUST	19	22	86.4
NW Total		287	338	84.9
WC	CAPE WINELANDS	56	57	98.2
	EDEN AND CENTRAL KAROO	39	45	86.7
	METRO CENTRAL	54	61	88.5
	METRO EAST	43	43	100.0
	METRO NORTH	52	60	86.7
	METRO SOUTH	44	51	86.3
	OVERBERG	18	19	94.7
	WEST COAST	20	22	90.9
WC Total		326	358	91.1
National		4 484	5 927	75.7

Source: Annual School Survey 2013

(1) (b) The reasons why schools do not offer Mathematics are few but varied. These are summarised below as:

- Non-availability of qualified, competent teachers of FET Phase Mathematics;
- Very small learner enrolments and conformance with Post Provisioning Norms leading to the incapacity to appoint teachers. In other words a post does not exist;
- Special Schools catering to learners with intellectual disabilities do not offer Mathematics due to the academic limitations of the children. Subsequent to the identification of these schools, there is no intention to include this category of schools in the Re-introduction of Mathematics Project; and
- Small rural schools have made arrangements with larger, more urban schools to accept their learners that have been identified as being capable of taking Mathematics in the FET Phase. The number of FET Mathematics learners in this category is too small for the school to appoint an FET Mathematics educator. Consequently, the rural school does not offer Mathematics.

(1) (c) A plan has been developed to introduce FET Phase Mathematics in the identified schools that were not offering Mathematics. The implementation involves two tiers:

- Addressing the content knowledge deficits identified in educators present in the affected schools.

This tier was implemented in 2015, with the training provided to 33 teachers in March over a five day period. Four (4) such training sessions are scheduled for 2015, covering Grade 10 Mathematics work; and

- Partnership with TEACHSA

This is a Non-Governmental Organisation with a successful track record in the identification, placement and support of young graduates. These graduates are academically but not professionally qualified and are placed in schools where there is an identified need. These graduates are encouraged to enrol for an professional teaching qualification while they work in the schools. 60% of TEACHSA Ambassadors (as they are called) have chosen to remain in the teaching profession following their placement.

The placement of TEACHSA Ambassadors is scheduled to take place in January 2016, in schools where a teacher is needed. The plan requires training and placement of Ambassadors to take place over three years, having started with Grade 10 in 2015, moving up to accommodate Grade 11 in 2016 and terminating in Grade 12 by 2017.

- (2) (a) (i) Data on learners per subject is collected as part of the Annual Survey of Schools. Data for 2015 was collected in March 2015 and it is currently not available. The latest data available is as at March 2013. The determination of the number of teachers required can only be made in relation to the number of learners.
- (ii) (aa) For 2016, projections will be made once all data is available. (bb) For 2020, projections will be made once all data is available. (cc) For 2025 projections will be made once all data is available; and (dd) projections will be made once all data is available.

(b)

Province	EIDistrict	No of qualified teachers offering Mathematics in the FET phase		
		Independent	Public	Independent & Public Schools
EC	BUTTERWORTH	4	40	44
	COFIMVABA		32	32
	CRADOCK		14	14
	DUTYWA	4	34	38
	EAST LONDON	10	78	88
	FORT BEAUFORT	1	23	24
	GRAAFF-REINET		14	14
	GRAHAMSTOWN	14	8	22
	KING WILLIAMS TOWN	2	54	56
	LADY FRERE		22	22
	LIBODE	1	45	46
	LUSIKISIKI		34	34
	MALUTI	3	21	24
	MBIZANA		28	28
	MT FLETCHER		13	13
	MT FRERE		21	21
	MTHATHA	17	64	81
	NGCOBO		23	23
	PORT ELIZABETH	17	73	90
	QUEENSTOWN	4	34	38
	QUMBU		20	20
	STERKSPRUIT	1	17	18
	UITENHAGE	4	44	48
EC Total		82	756	838
FS	FEZILE DABI	5	72	77
	LEJWELEPUTSWA	2	50	52
	MOTHEO	8	92	100
	THABO MOFUTSANYANA	3	102	105
	XHARIEP	1	17	18
FS Total		19	333	352
GT	EKURHULENI NORTH	61	73	134
	EKURHULENI SOUTH	15	83	98
	GAUTENG EAST	9	65	74
	GAUTENG NORTH	10	14	24
	GAUTENG WEST	4	59	63
	JOHANNESBURG CENTRAL	8	83	91
	JOHANNESBURG EAST	100	69	169
	JOHANNESBURG NORTH	44	71	115
	JOHANNESBURG SOUTH	48	40	88
	JOHANNESBURG WEST	13	28	41
	SEDIBENG EAST	12	25	37
	SEDIBENG WEST	4	58	62
	TSHWANE NORTH	7	50	57
	TSHWANE SOUTH	74	104	178
	TSHWANE WEST	8	71	79
GT Total		417	893	1 310

NW	GREATER DELAREYVILLE		19	19
	GREATER TAUNG		24	24
	KAGISANO MOLOPO		9	9
	KGETLENG RIVER		12	12
	LETLHABILE		28	28
	LICHTENBURG		16	16
	MADIBENG	7	16	23
	MAFIKENG	1	22	23
	MAQUASSI HILLS		17	17
	MATLOSANA	1	40	41
	MORETELE		20	20
	MOSES KOTANE EAST		15	15
	MOSES KOTANE WEST		13	13
	POTCHEFSTROOM	1	22	23
	REKOPANTSWE		11	11
	RUSTENBURG	3	42	45
	TALEDI	1	21	22
	ZEERUST		23	23
NW Total		14	370	384
WC	CAPE WINELANDS	12	98	110
	EDEN AND CENTRAL KAROO	12	60	72
	METRO CENTRAL	50	106	156
	METRO EAST	11	79	90
	METRO NORTH	23	106	129
	METRO SOUTH	19	86	105
	OVERBERG	2	28	30
	WEST COAST	3	25	28
WC Total		132	588	720
National		833	6 234	7 067

Source: Annual School Survey 2013

- (c) Specific plans with timeframes will be formulated and put in place once information challenges are resolved. However, the Department through initiatives such as the Funza Lushaka Bursary Scheme is ensuring the increase in the supply of qualified educators. A particular focus is on scarce skills such as Mathematics, Science, Technology and Foundation Phase African Language teaching. Furthermore, figures released by the Department of Higher Education and Training (DHET) show that teacher education graduation rates have been on an upward trend with numbers increasing from 5 939 in 2008 to 16 555 in 2013 (DHET figures).