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Education in South Africa: Post-apartheid Dilemma

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfilment of the Requirements for the Degree of Master in Literature and Civilisation

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Dedication

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Abstract

This dissertation, titled "Education in South Africa: Post-apartheid Dilemma," investigates the significant impact of colonial and apartheid history on the South African education system. It explores how colonialism and apartheid policies created profound inequalities, segregating schools based on race and providing inferior education to non-white students. The study also examines post-apartheid reforms aimed at addressing these historical injustices, highlighting the ongoing challenges of achieving equitable education. Through a comprehensive analysis of historical and current educational practices, the dissertation seeks to understand the persistent disparities and suggest potential strategies for improvement.

Keywords: Apartheid, Post-apartheid Reforms, Educational Inequality, Bantu Education Act, Racial Segregation

Résumé

Cette dissertation, intitulée "L'éducation en Afrique du Sud : dilemme post-apartheid",
enquête sur l'impact significatif de l'histoire coloniale et de l'apartheid sur le système éducatif
sud-africain. Elle explore comment le colonialisme et les politiques d'apartheid ont créé des
inégalités profondes, en séparant les écoles selon les races et en fournissant une éducation
inférieure aux étudiants non blancs. L'étude examine également les réformes post-apartheid
visant à traiter ces injustices historiques, en mettant en lumière les défis persistants pour
atteindre une éducation équitable. À travers une analyse exhaustive des pratiques éducatives
historiques et actuelles, la dissertation cherche à comprendre les disparités persistantes et à
suggérer des stratégies potentielles pour l'amélioration.

Mots-clés: Apartheid, Réformes post-apartheid, Inégalité éducative, Loi sur l'éducation
bantoue, Ségrégation raciale

الملخص

تبحث هذه الأطروحة، بعنوان "التعليم في جنوب أفريقيا: معضلة ما بعد الفصل العنصري"، في التأثير الكبير للتاريخ الاستعماري والفصل العنصري على نظام التعليم في جنوب أفريقيا. تستكشف كيف أن الاستعمار وسياسات الفصل العنصري قد أوجدا عدم مساواة عميقة، حيث فصلت المدارس على أساس العرق وقدمت تعليماً متدنياً للطلاب غير البيض. كما تفحص الدراسة الإصلاحات التي تلت الفصل العنصري والتي تهدف إلى معالجة هذا الظلم التاريخي، مسلطة الضوء على التحديات المستمرة لتحقيق تعليم من خلال متكامل شامل تحليل للممارسات التعليمية فالسابق والحالية، تسعى الأطروحة إلى فهم الفوارق المستمرة واقتراح استراتيجيات محتملة للتحسين.

الكلمات المفتاحية: الفصل العنصري، إصلاحات ما بعد الفصل العنصري، عدم المساواة التعليمية، قانون تعليم البانتو، الفصل العرقي

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List of Abbreviations and Acronyms

Agang: A South African political party, meaning "let us build" in Setswana

ANAs: Annual National Assessments

ANC: African National Congress

ANCYL: African National Congress Youth League

BCE: Before the Common Era

BE: Basic Education

CAPS: Curriculum Assessment Policy Statement

CCT: Centre for Community Technologies

CGH: Cape of Good Hope

CMMI: Capability Maturity Model Integration

DBE: Department of Basic Education

DET: Department of Education and Training

DoE: Department of Education

ECD: Early Childhood Development

Ed-Tech: Educational Technology

ICT: Information Communication Technology

K-12: Kindergarten to 12th Grade

L1: First Language

L2: Second Language

LoCC: Language of Conversational Competence

LOLT: Language of Learning and Teaching

MRTEQP: Minimum Requirements for Teacher Education Qualifications and Programmes

NCS: National Curriculum Statement

NGOs: Non-Governmental Organizations

NSC: National Senior Certificate

NUSAS: National Union of South African Students

OBE: Outcomes-Based Education

PBL: Project-Based Learning

RSA: Republic of South Africa

SA: South Africa

SAHO: South African History Online

SACS: South African College Schools

SAGNA: South African Government News Agency

SES: Socio-Economic Status

STEM: Science, Technology, Engineering, and Mathematics

TASP: Teacher Appreciation and Support Program

TBVC: Transkei, Bophuthatswana, Venda, Ciskei

UCL: University College London

UTAUT: Unified Theory of Acceptance and Use of Technology

General Introduction

Nelson Mandela once said: Education is the most powerful weapon you can use to change the world." Hence, education was the most powerful weapon to destroy the South African. This study explores the profound impact of colonial history on the education system in South Africa, a subject chosen by many to shed light on the current state of education in the country. Education of this country received much attention due to its complex facts and practices. The colonial influence has not only transformed the entire system but also left long-lasting effects on the South African community. Guided by specific objectives.

The word education is derived from two Latin words. The first one is educare (educo, educare, educavi, educatum, meaning "to bring up," "to rear," "to guide," "to direct," "to educate" (Marchant and Charles 186 . Little, Fowler & Coulson 584). Education serves as the core of any society, shaping the minds of future leaders, innovators, and citizens. Palmer emphasized this notion, stating," Then comes the question- How is this superiority to be attained? The only answer is-by education." He further asserts "In fact, we find that in all great nations, education has been regarded as of the utmost importance; that education, and that alone, has raised them to a pitch of eminence above their neighbors" (10).

Education is a product of various factors and circumstances, continuously influenced by time and place. As noted by Meye "I think it is safe to say that education is an extremely dynamic process. As the world evolves and changes, so does the system of education.

History, and the social, political, and cultural ideas/policies/actions from these events in history are in large part responsible for this dynamic, and ever-changing nature. There are so many key features that have led to the education system that we are a part of today."

Specifically, in South Africa, the education system reflects a complex history marked by colonialism, the apartheid movement, and post-apartheid reforms. Mngqibisa argued: "South African history is a mosaic of diverse cultures and pivotal events. From the pre-

colonial era, with its vibrant indigenous communities and rich cultural heritage, to the devastating impact of colonization and the oppressive era of apartheid, each chapter has shaped the nation's identity."

The education system in South Africa has long been a topic of concern due to issues such as inequity, inadequate infrastructure, and a lack of qualified teachers. These challenges have been a result of past historical eras and have a direct impact on the quality of education and the country's ability to equip its youth with the necessary skills.

This dissertation will offer a historical overview of education in South Africa, including an exploration of traditional African education systems, the impact of colonialism and missionaries, the effects of apartheid and segregation policies, and the reforms of the post- apartheid era. It will also address the challenging obstacles and continuities from the past that influence present educational outcomes , this research will shift focus to the present, analyzing the current status of educational infrastructure and access, curriculum and teaching methods, and the role of language in education. It will also evaluate the integration of technology in classrooms and the influence of socioeconomic factors on educational disparities. This chapter will conclude with an examination of suggested strategies for addressing the present deficiencies in South Africa's Education.

The Importance of studying the history of education in South Africa may seem two different topics. However, they are two facets of the same coin. It is a cause-and-effect relationship. Thus, to understand, evaluate, and analyze education in south Africa, whether in the past, present, or future; It is mandatory and inevitable to dig deeper into its history. Thus, studying the development and history of education in South Africa is crucial for various reasons. This helps to identify how different laws, structures, and historical occurrences have influenced its evolution.

Experts may find areas that need reform, create plans for enhancement, making sure

the system meets the needs of all students by looking back at the past. It also encourages a greater comprehension of the political, cultural, and social forces that have influenced educational methods. In the end, understanding this past is essential to develop a more effective, equal, and inclusive educational system.

The dissertation tries to answer the following question how have historical factors shaped the current education system in South Africa? What are the main challenges facing the South African education system today, and how can they be addressed?

This dissertation aims to provide a comprehensive analysis of the historical development, and current state of education in South Africa and to show how history has changed it. this study seeks to contribute to a deeper understanding of the factors influencing the South African education system. It also sheds light on the complex issues surrounding education in South Africa.

According to the historical analysis and the current state of education in South Africa, It is hypothesized that historical factors played an enormously big role in changing and shaping education in South Africa. It also hypothesized that socioeconomic variables, language regulations, and technology have a significant influence on curriculum, teaching strategies, access, and academic results in South African education.

Previous research studies have highlighted many obstacles in the South African education system. One major area of concern is the big difference in access to quality education between urban and rural areas. Findings show that rural schools often lack proper facilities, resources, and qualified teachers compared to urban schools.

Another important issue explored in previous studies is the lasting impact of apartheid policies on education today. Studies have looked at how historical inequalities, such as separate schools for different races, less funding for non-white schools, and discriminatory language policies, continue to create achievement gaps and hinder school outcomes today.

Moreover, socioeconomic factors like poverty, income inequality, and parents' education levels have been identified as barriers to educational attainment. Many research studies have shown the connections between these factors and student performance

To gain a comprehensive understanding, this study will use a mixed-methods approach that combines quantitative and qualitative data. The quantitative analysis will involve examining statistical data from government agencies, international organizations, and academic sources. This includes data on literacy rates, school enrollment rates, and government spending on education. Comparative data analysis will be done to identify disparities, and connections between educational outcomes and socioeconomic factors across different regions and races.

Qualitative insights will be gathered through interviews and discussions with key figures in the education sector, such as policymakers, education minister, school administrators, and leaders. Furthermore, an extensive review of relevant literature, including academic journals, reports, and historical documents, will be used to establish a strong theoretical foundation. By combining the previously mentioned findings, this mixed-methods approach strives to develop a holistic understanding of the complex issues surrounding education in South Africa.

Chapter One

Historical Overview of Education in South Africa

Education in South Africa began in the 17th century with the Dutch East India Company opening the first school in 1658 to teach slaves Dutch and Christianity. Missionary schools were later established during European colonization to educate the indigenous population. However, it was only in the 20th century that the state started providing mass schooling for most people.

1. Pre-Colonial Education in South Africa

The pre-colonial era in South Africa refers to the time before European colonization started, which is generally considered to be before the arrival of the Portuguese explorers in the late 15th century. This period spans thousands of years and includes the time when indigenous groups and tribes like the San, Khoi, and various Bantu-speaking peoples lived in the region. The pre-colonial period in South Africa is characterized by diverse rich cultures, languages, and societies, each with their own unique lifestyle and society system.

Education in South Africa, prior to the coming of European settler and colonizer, depended on the oral transmission of knowledge. Okoro argued that: "It could be therefore asserted that educational system existed in African society prior to the European invasion of the continent" (23). According to Seroto "the Khoi, the San, and the Bantu tribes of South Africa had well-established educational practices" (qtd in: Smith, 213). They involved the transmission of indigenous knowledge from adults to kids. The community played a central role in raising and educating children, imparting cultural and traditional teachings. The curriculum of indigenous education included traditions, legends, tales, and knowledge related to rituals, all passed down orally from one generation to another.

Pre-colonial South African education history scholars agree that formal European education in South Africa can be traced back to 1658. (Seroto qtd in: Smith, 213). Seroto

suggests that "forms of formal and informal teaching and learning existed among the indigenous peoples of Southern Africa before the arrival of the Europeans in the Cape Colony in 1652" (213), this era is now known as the pre-colonial period in history. This means that although formal education was brought only by Europeans, education existed far before the Whiteman arrival. Seroto notes that "the children of indigenous peoples in Southern Africa learned in different ways, where in the early years they learned much from their mother and extended family and formally through initiation ceremonies" (214). However, indigenous education, which was predominantly casual, triumphed before formal and institutionalized education was introduced by the Europeans who settled there.

1.1. Forms of education in South Africa

According to a timeline posted by The History of Education: 1658 to present, indigenous people had their own educational practices. More specifically, In pre-colonial times, the San/Tsam//Xam and Khoi communities had well-established educational practices that prepared their children for life in their respective environments.

Around 1000 BCE (Pre-colonial), Late Stone Age people (San/Tsam//Xam) imparted essential survival skills to their children, including hunting, gathering food, skinning animals, food preparation, and crafting stone tools. Approximately 1500 BCE (Pre-colonial), the Khoi (Gorachoqua, Goringhaiqua & Goringhaicona) taught their children similar skills along with knowledge of animal care and gathering seafood from the beach. (South African History Online). Therefore, it is crucial to know the San and Khoi tribes in South Africa as presented in the South African History Online portal.

1.1.1. San People

The San, also known as Tsam or Xam, are the original hunter-gatherers of South Africa. They are sometimes called 'Bushmen', but this term is now seen as derogatory. They originally lived in areas spanning Botswana, Namibia, Angola, Zambia, Zimbabwe, Lesotho,

and South Africa. The San people passed on survival skills like hunting and identifying edible plants to their young.

1.1.2 Khoi People

The Khoi, or Khoikhoi, were traditionally nomadic pastoralists. They were the first to farm livestock in southern Africa. European settlers used to call them 'Hottentots', a term now considered offensive. They taught their children about animal husbandry and seasonal migration pattern

According to Meek and Meek, It would be a mistake to assume there were no educational opportunities for Black children that existed in southern Africa until the coming of the Europeans more specifically the Dutch and the British. All organized societies require that children to learn so they can grow up to become full-fledged members who are able to communicate and work with other members.

For settlers, whether Dutch or English; this was not the case; according to them there was no formal education in South Africa until their arrival. However, indigenous South Africans, in their numerous tribal and ethnic groupings, valued highly their own pre-colonial system of education. The survival and integrity of each group, collectively and independently, depended on indigenous education in all facets of living.

Traditional indigenous education in South Africa aimed to instill strong moral values in individuals. It emphasized teaching people how to demonstrate these values through specific codes of conduct and also provided the necessary vocational skills for both men and women. (506-507).

1.2. Exploration of Traditional African Education Systems.

In an attempt to justify their actions, colonizers frequently claim a mission of civilizing and enlightening" inferior races" believing that education never came to existence before their coming to Africa. "Education existed in Africa long before the continent was

colonized or even before the slave trade. Knowledge, skills and attitudes were passed from generation to generation mostly through word of mouth in the African societies. This is because African societies, just like any other society, share the common ancestry which has led to the most unique characteristics, which is the ability to adapt the environment to suit the inhabitants." (Mosweunyane 51) The pre-colonial education system was characterized by a holistic approach which means that education included all aspects of life integrating cultural values, community responsibility and the sense of unity. According to Okoro, education is a means of transmitting one's culture from one generation to another. It is a process of bringing about a relatively permanent change in human behaviors (p.1-2)

Holistic Approach

The system is holistic, incorporating storytelling, proverbs, and myths into the learning process. African traditional education primarily aimed to assimilate people into their cultures by teaching the necessary abilities, attitudes, and ways of thinking that aligned with the norms and values of the community. African societies place a great priority on their cultural legacy, which includes a wide variety of knowledge, beliefs, practices, and artifacts that help define their identities, according to scholars like Marah. This legacy was dynamic, actively kept, upheld, and transmitted from generation to generation via an institutionalized educational framework that occasionally excluded formal schooling as we know it now.According to Okoro , Watkin and Ociti who have described the African traditional system of education as education that prepared one for one's responsibilities as an adult in his home, village, or tribe (p. 666-675; 72-75).

Marah, opines that African, traditional education aimed at inducting the members of the society into activities and mode of thought that conduced to norms and values of the society. Marah, further maintains that African societies were noted for her cultural heritage which was preserved and transmitted from generation to generation through a

system of ordinal education.

Marah preaches that African traditional education aimed at inducting the members of the society into activities and modes of thought that conduced to norms and values of the society. Marah, further maintains that African societies were noted for their cultural heritage which was preserved and transmitted from generation to generation through a system of traditional education. That means that traditional African education was pragmatic and community-oriented, focusing on everyday life. It involved learning through active participation in cultural rituals, oral storytelling, apprenticeships in various crafts, agricultural methods, and other communal practices. The objective was not only to impart knowledge but also to ensure the continuity of the community's way of life, including its environmental, spiritual, and social frameworks.

In describing the education in the Pre-colonial era Scanlon explained that African traditional education has been variously described as indigenous, pre-colonial, and informal or community-based education. The descriptions were predicated on the fact that there were no schools of the modern type and no professional teachers as found in the modern system. However, there were certain centers of initiation and the adult members of the community served as teachers. Though the traditional system lacked the modern classroom setting under the guidance of a teacher, though it is characterized by the absence of student/pupils with uniform, regimentation and permanent teachers, however it served its purpose at the time. This is because it was essentially practical training designed to enable the individual to play useful roles in the community (p.72).

Another characteristic is that traditional education was an apprenticeship model of learning, where people learned under masters. The content of the curriculum was quite comprehensive and based on the philosophy underlying the various job responsibilities in the society. In other words, the curriculum was comprehensive, reflecting the societal

philosophy regarding various job roles. However, the curriculum could be broadly classified into two fields which are physical and moral education.

The African traditional education contained all aspects of human development. The content of the curriculum included: mental broadening, physical fitness, moral uprightness, religious deference, good social adjustment, and interaction. Basil and Marah maintain that children and adolescents participated in such activities as wrestling, dancing, drumming, and acrobat display (15-17). In traditional African societies, the main emphasis of education was on 'mastery-learning' (Ociti 16). It can be deduced that individual training involves many social values such as honesty, respect, hard work, and productivity.

1.2.2. Key Principles and Philosophies of African Traditional Education

According to Onwuatuegwu & Paul-Mgbeafulike African traditional education is guided by several key principles and philosophies that vary across different societies. Education in African traditional societies is deeply rooted in the collective soul and spirit of the community, emphasizing cooperation, collaboration, and unity. This educational approach relies heavily on oral traditions, including storytelling, proverbs, songs, and rituals, serving as a means to transmit knowledge, values, and cultural heritage from one generation to another. Additionally, African traditional education places significant emphasis on practical skills relevant to everyday life, such as farming, craftsmanship, hunting, and traditional medicine. Elders play a central role in this system, commanding respect as rule makers, tribe leaders, masters, and educators. Their wisdom, knowledge, and life experiences are passed down to younger generations, shaping their understanding of survival skills and community values (Mosweunyane 52).

1.2.3. Essential Skills and Indigenous Knowledge in South Africa's Traditional Education

According to IGD "Indigenous Global Dictionary" knowing the traditions of the natives of a given geographical area explains a lot about their politics and identity, and culture. In South Africa, learning about this indigenous knowledge usually takes place through everyday activities, where children observe and imitate adults. The community provides a supportive and engaging environment, where individuals learn through participation, observation, and practice. Beginning from the early years, children were parts of the economic, social, cultural and physical activities. These included farming; sheepherding, and burial ceremonies; and festivals that involved wrestling and masquerade.

Children were taught practical skills such as farming, fishing, weaving, cooking, hunting, knitting, constructing houses, creating mats, and making farm implements in traditional African schooling. Preparing kids for their responsibilities and roles in the community was the major objective. This indicates that the main goal of education was to teach kids how to perform necessary chores for their community, such building homes or farming for food.

In respect to vocation, children were taught farming, fishing, weaving, cooking, hunting, knitting, building of houses, mat making and forging of local farm implements. The main focus of African vocational education was the preparation of African child for his/her responsibilities in the community (Scanlon 3).

According to Mosweunyane, in African traditional education, essential skills and indigenous knowledge are deeply ingrained. Prior to European colonization, these educational systems thrived. Key skills include farming (planting, harvesting, seasonal knowledge, and livestock care), hunting and gathering (tracking, hunting techniques, and knowledge about animals, plants, trees, and herbs), craftsmanship (pottery, weaving, carving, etc.), building (constructing houses using local materials and traditional methods), storytelling (transmitting oral traditions, history, and moral lessons through stories, myths, and proverbs), music and

dance (cultural expressions tied to rituals, festivals, and ceremonies), understanding religious rituals and customs, and learning social norms defined by laws and rules within the community.

Marah reports that girls "were socialized to effectively learn the roles of motherhood, wife, and other sex-appropriate skills" while boys "were socialized to be hunters, herders, agriculturalists, blacksmiths, etc., depending on how the particular ethnic group, clan or family derived its livelihood" (15).

The traditional education system in South Africa has several unique methods and practices that is so different from the western type of schooling . Though being conventional, the traditional ways and culture offered a practical setting for local education, where playful learning was a key part of teaching children essential life skills.

1.2.4. Examination of Indigenous Knowledge Transmission Methods

Traditional African education methods relied heavily on experiential learning and cultural immersion. Children acquire knowledge and skills through observing and repeatedly participating in daily activities, ceremonies, festivals, and rituals alongside family members and other adults in their community. Rather than formal schooling, learning occurred organically by doing, seeing, and living. Elders used songs, stories, and proverbs to pass down cultural values, history, and life lessons from one generation to the next, keeping traditions alive while educating youth on various topics. Carefully designed music and dance programs served as learning platforms during initiations, festivities, and age-grade systems.

Furthermore, each community member received practical training to prepare them for their societal role, emphasizing hands-on learning and real-world application (Nafukho).

The preservation and advancement of indigenous knowledge systems, the use of traditional pedagogies in formal education and the promotion of cultural pride and identity are all part of the efforts being made to reintegrate these old approaches into contemporary

educational institutions.

1.2.5. The Advantages of Indigenous African Educational Systems

According to Hal the goal and benefits of Traditional Education in South Africa: Traditional Education in South Africa aimed at preserving the indigenous culture and passing it to other generations. It also played an important role in instilling unity among the community members. Furthermore, the holistic approach of traditional education provided not only academic knowledge but also skills, and spiritual and moral values that prepared individuals for their roles in society. (p.63).

1.3. Colonial Era and Missionary Influence

1.3.1. Colonization: A Historical Background

Colonization in South Africa started when the Dutch East India Company set up a settlement in Table Bay (now Cape Town) in 1652. This was the beginning of the Slavery and Forced Labour Model.

According to Encyclopedia Britannica, "Europeans in South Africa" The first Portuguese ships rounded the Cape of Good Hope in 1488, their occupant's intent on gaining a share of the lucrative Arab trade with the East. Over the following century, numerous vessels made their way around the South African coast, but the only direct African contacts came with the bands of shipwreck survivors who either set up camp in the hope of rescue or tried to make their way northward to Portuguese settlements in present-day Mozambique. Both the British and the Dutch challenged the Portuguese control of the Cape Sea route from the early 17th century. The British founded a short-lived settlement at Table Bay in 1620, and in 1652 the Dutch East India Company set up a small garrison under the slopes of Table Mountain for provisioning their fleets.

In the late 18th century, Dutch settlers had conflicts with Bantu tribes near Cape Town.

They set up trade posts and traded in gold and slaves, challenging the existing trans-Saharan trade. The British arrival in 1820 brought significant shifts to South Africa's education. New educational concepts introduced by the British missionaries in an attempt to replace indigenous learning systems. Missionaries were instrumental in this change, setting up schools and introducing Western education.

There was a great impact on education in South Africa during the colonial era. Colonial rule and missionaries provided schools and changed the school system to a Western-based education system. The colonial era was the shift between traditional and Western modern models of school. The colonizer knew the importance of education. Colonial authorities recognized that controlling people occurs when minds and thoughts are changed when African values and indigenous principles are replaced by Western ideologies. This is why education was a target of influence. Tocknell said:

Colonizing powers realized that they could gain more control through mental means rather than through physical control. One way in which a country could achieve this dominance over another was through education and the education policy imposed by the colonial power. (p.67).

The colonial education in South Africa aimed primarily at serving the colonizers; often leading to neglecting local culture. However, it brought modernization to education , introducing new subjects, as well as encouraged the ability to read and write.

1.3.2. The impact of Colonialism on Education in South Africa

the colonizer asked many questions deciding about type of education to teach to natives. what kind of education should be taught? to whom? what type of education can preserve the legend of the white man and those indigenous natives are lesser and inferior to Europeans? As Nelson Mandela stated in his book *Long Walk to Freedom,* Education is the great engine of personal development. It is through education that the daughter of a peasant

can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farm- workers can become the president.". The white men feared education and feared educated South Africans.

To impose new values, old ones should be replaced. This is exactly what the Dutch did.The process was to displace local and indigenous knowledge with Western identity dispatching South African children from their own communities. These children were forced to adopt western values, norms, religions and languages. The common ways of teaching youth to be adults were replaced by a specific approach. This new approach had different perspectives about learning, and social morality. The idea of "rescuing" children from their base instincts was central (Soudien 19). This resulted in a complete change in traditional African education systems, with indigenous knowledge transmission methods being replaced by the colonial education system.

Colonial education in South Africa was a part of a colonial plan which is used to control and change the local people. It forced Africans to adopt European ways, making them feel less valuable in their own land. This education, based on western models, replaced traditional learning and promoted inferiority.

1.3.2.1. Colonial Education Policies

Curriculum is the outline of concepts to be taught helping students to reach final objectives and proficiency. Generally, this outline should be made by the government the Ministry of Education. However, in South Africa, the curriculum was set by the colonial power that designed the curriculum following its objectives and interests. Education was a tool of an imperialistic plan. According to Soudien: "Questions of the curriculum—how it is conceptualized, designed, and delivered—take on a particular dynamic in social settings in which issues such as race, class, gender, language, and religion are matters of public con-tension" (21).

1.3.2.2. The First Formal Education

The first schools in South Africa were established by Europeans during the late 1600s exactly in the Cape Colony region. These early schools were founded by leaders of the Dutch Reformed Church in order to provide biblical teachings, which were required for individuals to be confirmed as members of the church. In rural areas away from the Cape Colony, there were traveling teachers known as "meesters". They visited and provided basic instruction in reading, writing, and arithmetic.

After 1799, when missionaries from the London Missionary Society first arrived in the Cape Colony, British missionary schools began to spread and become more prevalent throughout the region.

According to K12 Academics, the history of education in South Africa from 1806 to 1900 reveals the controversial nature of language in education. In the Cape Colony's rural districts, there were about twenty-four English-language schools in operation by 1827. Devoted Afrikaners, on the other hand, found these schools unsettling because they believed that the English curriculum and language were inappropriate for rural living and at odds with Afrikaner principles. Afrikaners, who frequently chose home schooling, rejected government initiatives to advance English and British principles during the nineteenth century.

British colonial officials began encouraging families to emigrate from Britain to the Cape Colony in 1820. They selected educated families to establish a British presence and these parents' prioritized education. The government also funded teacher training for Africans as part of its pacification campaign.

In 1877, 49% of school-age children in the Cape Colony and 60% of school-age children in Natal were enrolled in school. Because Afrikaners were resistant to British education, enrolment in the former Afrikaner republics remained low following the Boer War. But after the government permitted Afrikaans to be taught in schools and gave

Afrikaners more authority over education, enrollment rose.

Three types of schools received government assistance by the late nineteenth century— ward schools or small rural schools generally employing one teacher; district schools, providing primary-level education to several towns in an area; and a few secondary schools in larger cities. African enrolment in government schools was virtually abolished in all four provinces, so African children mainly attended mission schools, often with government assistance.

Higher education was usually only available to those who could travel to Europe, but the government established the multiracial South African College in 1829, which later became the University of Cape Town. Religious seminaries accepted a few African applicants from 1841. The independent state of Transvaal and the Orange Free State established their own institutions of higher learning in Dutch. Grey College was established in Bloemfontein in 1855, and

Graaff-Reinet College was founded in 1860. The Christian College was founded at Potchefstroom in 1869 and later became Potchefstroom University.

1.3.2.3. Timeline of Education in South Africa: 1652-1947

The period from 1652 to 1947 represents an important era in the history of South Africa, marked by key events and developments (colonialism, slavery and missionary activity) that affected the country's educational landscape. Here are some key aspects of this period as mentioned in South African History Online (SAHO)

Here are the most important dates and events that shaped South African education during the period 1652-1947:

Table 01. Timeline of Major Educational Developments in South Africa 1658-1947

Date	Event
1658	The first formal school in South Africa is opened by the Dutch East India Company specifically for slave children.
1663	A second school opens including white colonist children, slaves, and a Khoikhoi child, highlighting the segregated nature of early education.
1685	The first educational ordinance is decreed, establishing requirements for teacher certification and an oversight committee.
1822-1824	Government Free Schools (English Free Schools) are established, intended to be multi-racial but becoming segregated.
1829	The Zuid-Afrikaansche Athenaeum (South African College) isestablished, later leading to SACS and the University of Cape Town.
1873	The University of the Cape of Good Hope is established to set standards and conduct examinations
1916	The South African Native College opens (later University of Fort Hare), allowing limited admission of black, colored, Indian and white students.
1924	The National Union of South African Students (NUSAS) is formed to represent university students.
1936	A Commission of Inquiry into African education is appointed, highlighting problems but leading to little change.
1944	The African National Congress Youth League (ANCYL) is launched by figures like Nelson Mandela and Oliver Tambo.
1945-1947	Student strikes occur, including at Lovedale and the Bethesda Bantu Training College, protesting conditions

Made by researcher .

From the mid-17th to the mid-20th century, South Africa experienced a long period defined by colonial control, slavery, and the implementation of segregationist policies. It began in 1652 when the first white European settlers, the Dutch, arrived at the Cape and established colonial outposts. The practice of slavery was soon introduced, leading to the opening of South Africa's first formal school in 1658, specifically for the education of enslaved children. As the British took over colonial rule, Christian missionaries opened schools aimed at educating the African population. Educational reforms were enacted, though often entrenching racial divides. Despite this, some efforts were made to broaden access, including the founding of the University of Fort Hare in 1916 as an institution for black Africans. This era ended in the late 1940s with the rise of resistance movements protesting the discriminatory racial segregation policies that had become deeply embedded in South African society, including the education system. (SAHO)

As noticed, from 1652 to 1947, South Africa went through significant changes due to Dutch and British colonialism, slavery, and missionary activities. The Dutch settlers arrived in 1652 and started the first school for slaves in 1658. As the British took over, they opened more schools, but the latter favored European languages and cultures. Despite the challenges, there were efforts to improve access to education for Africans, such as the opening of the University of Fort Hare in 1916. However, the education system was still heavily influenced by racial segregation policies. This period ended in the late 1940s with the rise of movements protesting against these policies.

1.3.3. Role of Missionaries in Shaping the Early Education Landscape in South Africa Missionaries

According to Cambridge dictionary the word missionary generally refers to person who has been sent to a foreign country to teach their religion to the people who live there.More specifically , the one sent to promote Christianity in a foreign country.

Missionaries often establish schools, hospitals, and other institutions as part of their mission work.

Warneck once said:" Without doubt, it is a far more costly thing to kill the (indigenous population) than to Christianize them." (Qtd. in SAHO)

In regard to missionary activities. Warneck argues that the resources and labor needed to oppress or enslave indigenous populations—often by using violent means—are insufficient compared to what is required for their voluntary and peaceful conversion to Christianity. It expresses the idea that converting aboriginal peoples to Christianity could be a more effective and affordable means of achieving colonialism's objectives, including control and cultural change. This viewpoint stems from the colonial mindset, which attempted to impose European culture and religion on indigenous cultures because it was seen as better.

Missions have played an undeniable role in shaping the educational landscapes in South African community. Their efforts during the 19th and early 20th centuries focused on the indigenous people, seeking to bring changes to their lifestyles.

The original goal of missionaries was to ameliorate the material and social conditions of native communities. Some communities accepted the technological innovations they brought, including furrow irrigation. But missionaries also made an effort to impose European work

ethics and morality, frequently without acknowledging or appreciating the local ways of life. Many indigenous communities opposed the missionary practices and doctrines, which resulted in resistance to this strategy. Missionaries were still able to convert some people in spite of these obstacle and the degree of success varied according to their approaches and perspectives on regional traditions.

European missionaries in southern Africa during the nineteenth and twentieth centuries had a complex impact on the region. While driven by a genuine desire to improve

humanity's quality of life, they also exhibited moral self-righteousness. In contrast, they engaged in practical efforts related to agriculture and technology, finding acceptance in rural society. On the other hand, their attempts to impose an alien morality clashed with indigenous social and cultural norms, leading to resistance. (Frescura)

Missionaries were expected to have some skills in trades and agriculture that could be applied in their educational efforts. "It is doubtful that many of the early missionaries were well, if at all, prepared for this aspect of their mission. The London Missionary Society was a little more realistic on this point and in 1800 recommended that missionaries (Fresuca).

William states should carry with them some acquaintance with agriculture or those branches of mechanics which admit of an useful application in uncivilized countries (qtd. in Fresuca). This directly states that missionaries established industrial training institutions/schools that taught vocational skills like building, carpentry, blacksmithing, etc.

Paris Evangelical Missionary Society claims that Instruction is given in stone and brick building, carpentry, blacksmith work, wagon repairing, shoe making and saddlery." (qtd. in Fresuca). while the Lovedale report for 1895 commented that "The work during the year has been the woodwork on one two-storied house; erecting and finishing two new dormitories 117 feet long - joisting of two-storied technical workshop now in process of erection; a great variety of alterations on buildings - new bakery, Post Office, and some outhouses." (qtd. in Fresuca).

This paragraph explicitly mentions that while missionaries may have struggled in other areas, they did have a considerable influence through the education they provided.

According to Fresuca in his paper A case of hopeless failure: The role of missionaries in the transformation of Southern Africa's indigenous architecture " It is not an easy matter to assess the results of these missionary efforts. We know that in such matters as initiation and teenage sexual morality they had little impact. This however does not appear to have been the

case with building technology where some considerable influence seems to have been wielded through the medium of education. In 1879 some 173 "special apprentices" were undergoing training in various industrial institutions in the Cape (Report of the Superintendent-General of Education, CGH, 1880), approximately 60% of whom were engaged in the building trades.

Most appear to have originated from the Eastern Cape and Transkei region (Lovedale Missionary Institution 1896), where they also subsequently plied their trades (Blue Books on Native Affairs 1880), but it is not impossible that, with time, they spread further afield.

Certainly, the missionaries themselves were not slow in proclaiming the fruits of their labors, as seen from this report from Leloaleng, made in 1910.

Again, Paris Evangelical Missionary Society states that "Since its foundation the work of the school has had a marked influence in improving the class of (South Sotho) houses, as in almost every village of importance are to be found neat stone buildings which reflect great credit on the intelligence and enterprise of their builders." (Qtd. in Fresuca).

All in all, various missionary groups established industrial training schools and institutions across southern Africa in the 19th century that taught indigenous populations vocational skills like construction, carpentry and other trades - thereby influencing and spreading new building technologies through education.

Missionaries played a significant role in shaping the early education landscape in South Africa. Here are some key events as mention in (SAHO)

Table 02.Timeline of Major Missionary Educational Developments in South Africa

1685-1953

Dates	Events
1685	A separate school starts, exclusively for slave children under 12. The boys' teacher is Jan Pasqual and a freed slave, Margaret, teaches the girls.
1800	Christian missionaries establish schools for Africans, mainly on the fringes of settler occupation.
1824	The famous mission station, Lovedale, is founded by the Glasgow Missionary Society near present-day Alice in the Eastern Cape.
1838	The first Teachers' Training College is established at Genadendal mission station.
1839:	A Department of Education is established in the Cape Colony. All mission schools now fall under its control.
1841:	State financial grants to mission schools begin.
1854:	Sir George Grey is appointed as Governor of the Cape. He subsidizes mission schools as part of his 'border pacification' policy.
1869	Inanda Seminary for girls is established.
1877	A number of wars of dispossession fought on the eastern frontier of the Cape Colony end. More mission stations and mission schools open because of the ceasefire.
1882	Marianhill Mission station and catholic school opens.
1953	The Bantu Education Act is passed. The Act forces all schools for Africans to register with the government, resulting in almost all of the mission schools as well as night schools closing down.

These events highlight the significant influence of missionaries in the development of

education in South Africa. They established schools and financed teacher training classes for Africans as part of their pacification campaign throughout the nineteenth century. Their efforts laid the foundation for the development of African mass-education in colonial Africa.

The colonial era brought rapid changesto the SA community. The impact of colonization on South Africa was profound, shaping the country's educational landscapes.

1.4. Apartheid and Education Segregation

According to Britannica Apartheid is a policy that governed relations between South Africa's white minority and nonwhite majority for much of the latter half of the 20th century, sanctioning racial segregation and political and economic discrimination against nonwhites. Although the legislation that formed the foundation of apartheid had been repealed by the early 1990s, the social and economic repercussions of the discriminatory policy persisted into the 21st century.

The Apartheid era started when the National party came to power in 1948.This policy had a radical change in almost all spheres of life in South Africa especially education.This system is based on segregating and separating people regarding their race ,skin color , ethnicity and religion. Apartheid is a specific form of segregation that was practiced in South Africa from 1948 to 1994. Apartheid institutionalized the racial segregation and discrimination that was enforced by the government. During this era , people were classified into four racial groups (white, black, colored, and Indian) and were subject to different laws and policies based on their classification. Apartheid was characterized by its brutality and oppression.

Under the Apartheid, black schools received fewer resources and funds than white schools, which resulted in overcrowding in the classroom, poorly-trained teachers, and inappropriate facilities Additionally, the curriculum was created to teach black kids that they were inferior to white people in society and to promote apartheid ideology.

1.4.1. The Legacy of the Bantu Education Act: Shaping South African Education under Apartheid

The Bantu Education Act of 1953 was a key piece of legislation that formalized this segregation in South Africa. ,This South African law, enacted in 1953 and in effect from January 1, 1954, It aimed to provide black South Africans with an education that would prepare them for menial labor and servitude, rather than empower them to challenge the apartheid system. This Act prepared the South African generation to accept and promote the Apartheid ideology.

Despite the existence of some mission-run schools receiving government funding, many Black children in the 1930s were denied access to an education. W.W.M. Eiselen chaired the Eiselen Commission, which made the recommendation that the government oversee Black education and modify it to fit the requirements and cultural norms of Black communities.

Based on these suggestions, the Bantu Education Act revolutionized Black education with the goal of incorporating it into more comprehensive social and economic schemes. Even though this appeared advantageous, there was a secret plan. By placing a strong emphasis on culturally relevant schooling, the act most likely sought to restrict Black development to specific roles and to inhibit critical thinking. In general, Black South Africans had less access to education prior to the Bantu Education Act, which may have been used to enforce racial segregation and restrict opportunities. "In the 1930s, most schools for Black South African students were mission-run and state-supported, but few children attended. In 1949, a government commission led by W.W.M. Eiselen recommended that the government take control of Black education, aligning it with broader socioeconomic plans and community cultures. These recommendations were implemented through the Bantu Education Act.t." ("Bantu Education Act" Encyclopedia Britannica)

According to Britannica, The Bantu Education Act of 1953, implemented by the Department of Native Affairs, placed the education of Black South Africans under government control, with a focus on vocational training and menial labor. It required Black children to attend government schools where they were taught in their native languages, but also in English and Afrikaans. The curriculum included practical skills like needlework (girls) and handcraft, alongside academic subjects. Funding for these schools was minimal, leading to a lack of qualified teachers and poor student-teacher ratios. Efforts to establish alternative schools for better education failed. High schools were initially located in Bantustans, but by the 1970s, some were established in urban areas due to the need for skilled Black workers. Nonwhite students were excluded from open universities. The Bantu Education Act was eventually replaced in 1979, and mandatory segregation ended in 1996. However, the legacy of substandard education and barriers to entry into historically white schools persisted, leaving many Black South Africans educationally disadvantaged by the turn of the 21st century.

"The Bantu Education Act' s intention to exponentially increase access to education for students of all races did not mean an education of a similar quality would be available to each respective racial group. As previously stated, black students were allowed an education that would keep them capable of semi-skilled or manual labor generally working at servant level. In very important ways, this system had an immense effect on black Africans, and its legacy remains to date." (Kopkowski 17)

The Bantu Act allowed Africans to have education but a poor education, unsimilar to white schools. As Johnson states, African education was far below the standards of schools with white students, black schools had terrible conditions of overcrowding, and poorly trained teachers and a complete lack of material resources necessary for the teaching learning process. (Johnson 219)

According to a timeline posted on Global Perspectives on Human Language: Ocampo traces the evolution of education in South Africa from 1948 to the mid-1990s, highlighting significant policies and events that shaped the educational landscape during this period.

Starting with the Nationalist Party's imposition of Afrikaans and English as the languages of instruction in schools, along with the reintroduction of Christian National Education. The outline also discusses the limited educational opportunities for black students under the Bantu Education Act and the Extension of University Education Act, that segregated universities and restricted access for black students. As clearly noticed, the timeline demonstrates the complex history of education in South Africa, marked by racial segregation and inequality

Table 03. The Evolution of Education in South Africa from 1948 to the Mid's-1900's

Dates	Events
1948	"The Nationalist Party required that Afrikaans and English become the language of instruction in schools. The Party also reintroduced Christian National Education as the guiding philosophy of education. Christian National Education enforced that ethnic identity defined one's social responsibility and opportunities.
1948	There were ten government-subsidized institutions of higher learning: four with classes taught in English; four with classes taught in Afrikaans; one bilingual correspondence university; and the South African Native College at Fort Hare, in which other languages were permitted. All four Afrikaans speaking schools and one English speaking one admitted white students only. Others admitted all students, but blacks and coloured were limited in what they could study and some classes were segregated.
1953	The Bantu Education Act widened the gaps in educational opportunities for it limited the educational opportunities for blacks to those of labor. The act also eliminated financial aid to religious high schools and forced many to close down. Churches had many schools for blacks.
1959	The Extension of University Education Act prohibited established universities from accepting black students, except with the special permission of a cabinet minister. The government opened universities for black, coloured, and Indian students, and they could only attend white universities when these schools became overcrowded.

1970	Per capita government spending on black education slipped to one-tenth of spending on whites in the 1970s. Black schools had inferior facilities, teachers, and textbooks.
1976	Soweto deaths of 575 occurred on June 16 th. Students took to the streets of the Johanessburg township of Soweto to protest the regulation that half of high school classes must be taught in Afrikaans. There were 134 deaths of
	children under the age of eighteen. "Liberation before education" became the phrase for ANC supporters that took to military training to protest apartheid education.
1978	Only 20 percent of all university students in South Africa were black even though they were the overwhelmingly majority of the population.
1984	National Policy for General Affairs Act gave the minister of national education authority to determine general policy for syllabuses, examinations, and certification qualifications in all institutions, which provided some improvements for black education, but it was hard to administer since education was decentralized since there were departments segregated by race and homelands had their own departments of education.
1986	Negotiations between President P.W. Botha (1984-89) and Nelson Mandela of the ANC began to narrow the gap of funding for education between racial groups.
1993	President Frederik W. (F.W.) de Klerk gathered together leading experts on education in the National Education and Training Forum to formulate a policy framework for restructuring education.

1995	All government-run primary and secondary schools were officially integrated. Policies, such as compulsory schooling for all from age 7-16, attempted to be racially neutral, but there was a lack of resources to provide adequate schools and teachers. The government provided salaries for teachers only, and schools had to charge fees for equipment and supplies.
Mid 1990s	South Africa had twenty-one major universities, which are government-financed and open to students of all races. Fifteen Technikons, 128 technical colleges, and seventy teacher-training colleges are also available."

Made by researcher

1.4.2. Segregation Policies and their Impact on Different Racial Groups

According to Britannica , The apartheid laws enforced racial discrimination in almost all areas of the South African community housing, education, and employment. The implementation of apartheid, often called "separate development" since the 1960s, was made possible through the Population Registration Act of 1950, which classified all South Africans as either Bantu (all Black Africans), Colored (those of mixed race), or white. A fourth category—Asian (Indian and Pakistani)—was later added.

The apartheid policies had a significant impact on different racial groups. The Bantu Education Act, for instance, led to the closure of many schools for Africans

The Group Areas Act of 1950 established residential and business sections in urban areas for each race and members of other races were barred from living, operating businesses, or owning land in them. This led to thousands of Coloreds, Blacks, and Indians being removed from areas classified for white occupation.

Higher education in South Africa was skewed in ways designed to entrench the power and privilege of the ruling white minority. The Extension of University Education Act of 1959 established separate 'tribal colleges' for black university students. Blacks could no longer

freely attend white universities.

The apartheid era left a lasting impact on South Africa's education system, the effects of which are still felt today. Despite the repeal of apartheid legislation in the early 1990s, the social and economic repercussions of the discriminatory policy persist into the 21st century.

1.4.3. The Population Registration Act of 1950 in South Africa

It was one of the first and most important laws that enabled the apartheid system of racial segregation and discrimination. The Population Registration Act was a foundational law that entrenched the apartheid system in South Africa. It required racial classification for all South Africans, determining their access to rights and opportunities. This legal framework institutionalized racial discrimination, shaping policies and practices for over 40 years. The act was challenged in 1952, marking the start of legal opposition to apartheid laws, but remained in effect until 1991. Overall, it codified racial identities, enabling segregation, discrimination, and white minority rule under apartheid. (Thought Co).

The segregation policies in South Africa during the 1980s divided the country into different parts, including the Republic of Transkei, the Republic of Bophuthatswana, the Republic of Venda, the Republic of Ciskei, and the Republic of South Africa (RSA). These entities were known as the 'TBVC countries' and the 'RSA'. The international community did not recognize the first four entities as independent countries, viewing them as apartheid creations aimed at disenfranchising the majority of South Africa's citizens.

"The 1980s, divided South Africa into five entities:

The Republic of Transkei (formed from part of the old Cape Province).

The Republic of Bophuthatswana (formed from part of the old Transvaal Province).

The Republic of Venda (also formed from part of the old Transvaal Province).

The Republic of Ciskei (formed from another part of the old Cape Province).

The Republic of South Africa (which consisted of the vast majority of the land

holdings of the old South Africa). "(Bunting 35).

The TBVC countries were considered independent by the South African government but not recognized internationally. They were seen as tools of apartheid to disenfranchise the majority of South Africans, especially Africans. According to the National Party's ideology, Africans were meant to be citizens of these "independent" republics, making them "aliens" in South Africa without representation in parliament.

This classification was crucial in determining the social, political rights and educational opportunities. This resulted in the establishment of separate educational systems for different racial groups, with non-white groups receiving an inferior quality of education.

According to Bunting The apartheid government implemented a new constitution in 1984, which created a 'tricameral' parliament in the RSA. This parliament had separate houses for white, coloured, and Indian representatives, but no provision was made for African representation, despite Africans comprising a significant majority of the population. Education was categorized as an 'own affair' for whites, coloureds, and Indians, but a 'general affair' for Africans. This meant that education for Africans was the responsibility of a government department called the 'Department of Education and Training' (DET), separate from the education systems of other racial groups. (35-36)

The socio-economic place of black Africans was to be shaped by education. This fact remained clear in apartheid political rhetoric. For example: "Cecil Rhodes (founder of the DeBeers gold and diamond empire) was in congruence with the statement when he forthrightly and unequivocally said, "I will lay down my policy on the Native question...either you receive them on equal footing as citizens or call them a subject race...I have made up my mind that there must be class [race] legislation...The Native is to be treated as a child and denied the franchise. We must adopt the system of despotism...These are my policies and these are the politics of South Africa." (Kopkowski 20, quoting Hlathwayo ,p.46)

The Bantu Education Act further specified that schools could not be established for black South Africans outside state control (without legal exception). Additionally, this set up a racially tiered Ministry of Education, and appointed a Minister of Bantu Education. This position, first held by Verwoerd, was intended to secure the execution of the goals of the

Bantu Education Act in practice. (Kopkowski 20, paraphrasing Hlatshwayo)

1.5. Post- Apartheid Reforms

The post-apartheid era in South Africa began officially on May 10, 1994, with the inauguration of Nelson Mandela as the country's first democratically elected president. This marked the end of apartheid and the beginning of a new era of non-racial democracy in South Africa.During this period, the country witnessed many changes in all aspects of life.Surely , education had its share.

1.5.1. Overview of Educational Reforms Post-Apartheid

During this era, education reforms aimed at improving curricula, spreading equity, and enhancing teacher training and development to ensure educators were equipped to deliver high- quality education to all students regardless to their race, ethnicity or religion. "Education reform and curriculum transformation have been a priority in South Africa since the establishment of the Government of National Unity in 1994" (Gumede and Biyase 2).

There were many reforms after 1994 in the sector of education in South Africa.These reforms aimed at solving the problems that existed during the Apartheid. Since the end of

apartheid, South Africa has undertaken significant institutional reforms in education…." For example, 19 education departments were consolidated into a single national department, with nine provincial departments also established. Various policy changes have been implemented to ensure education access for previously marginalized groups." Reforms focused "on curriculum changes to improve education quality, particularly the introduction of Curriculum 2005, also known as the 'Outcomes Based

Education (OBE) curriculum'. This approach emphasizes results over process, contrasting with traditional input-based education." (Gumede and Biyase 2).

In order to heal the wounds of apartheid practices, the government had to apply some changes The country consolidated 19 separate education departments into a central national department and nine provincial departments. some changes were also undertaken to improve access to education for all.

It is not possible to talk about post reforms without mentioning the OBE system.It was major reform. Curriculum 2005, also known as the Outcomes-Based Education (OBE) curriculum. This approach emphasizes the learning outcomes rather than just the teaching process. Traditional education tends to focus on the process itself. This shift towards an outcomes-based model marked a transformation in South Africa's education system. (Gumede & Biyase 2.3)

During the 1980s and 1990s, many countries including South Africa adopted the Outcomes- Based Education (OBE) as a reaction to escalating demands for accountability. The South African Ministry of Education launched its OBE system in 1997, prioritizing individual learners' outcomes and ensuring equal respect for all learners, irrespective of their backgrounds .(Ramoroka qtd. in Gumede and Biyase).

Surely, OBE received some criticism.As a result , NCS had introduced the National Curriculum Statement (NCS) in 2002. Unlike OBE, the NCS required learners in grades 10, 11, and 12 to take at least 7 subjects, including two South African languages, Mathematics or Mathematical Literacy, and Life Orientation.

Ashton, doubts persist over the effectiveness of the Outcomes- Based Education in the country.The implementation of Outcomes-Based Education (OBE) in South Africa has been criticized. It clearly intended to create a more inclusive and effective education system, OBE has faced challenges and obstacles in achieving its promises. Issues like inappropriate

teacher training, large class sizes, and differences between well-resourced and under-resourced schools have hindered its success. Significant skepticism has been voiced concerning the ability of the Outcomes-Based Education (OBE) to bridge the gap between students who have good access to education resources and those who have poor access to quality education facilities. Critics argue that OBE may lower standards for high achievers while failing to help struggling students. Two different problems cannot be solved with one solution. "There is no panacea for diverse ills.". There is a need to focus more on practical and vocational training than on academic achievement. The success of Outcomes-Based Education (OBE) in preparing students for work and helping national development is unclear, this led to necessary and possible changes in the system. (Ashton).

The Department of Education of 2002 announced, in 2000, a Ministerial jury was appointed to assess and evaluate the success the curriculum's analyzing its structure, teacher training, teaching materials, and implementation timelines). The committee recommended simplifying and improving the curriculum to make it more accessible to teachers.Thus , changes in the National Curriculum Statement (NCS) 2002 were made in the form of RNCS Revised National Curriculum Statement.(Gumede & Biyase 3)

the teachers played a key role in the post-apartheid reforms because they are at the core of the teaching process. For any reforms to be successful, they needed to make sense and be relevant for teachers' level and capacities needs, abilities, and daily classroom realities. If reforms didn't correspond with teachers' experiences, they wouldn't function properly. So reform makers had to ensure the practicality of the the proposed changes.Many experts believed that National Curriculum Statement (NCS) 2002 placed a heavy burden on teachers because of inadequate training, lack of resources, and government support.Therefore , NCS was not perfectly effective

.Bynard observed that "the NCS 2002 placed a significant burden on educators, who

were essential for driving educational transformation" (qtd. in Gumede and Biyase 3) Badgelat supported this, highlighting inadequate training and a lack of resources and government support as additional challenges. (Qtd. in Gumede and Biyase 3) Maphalala also argued "that educators' lack of preparation hindered the effective implementation of the NCS curricula." (Qtd. in Gumede and Biyase 3)

All the previously mentioned shortcomings paved the way to the birth of the Curriculum Assessment Policy Statement (CAPS) which was introduced in 2012. Pinnock explained that CAPS is not a new curriculum but an amendment to the NCS. (Qtd. in Gumede and Biyase 3). In this point Du Plessis further agreed …. "Whether CAPS is an amendment, repackaging, or a complete reworking of the NCS. Nonetheless, both NCS and CAPS share similar aims, aligning with the South African constitution's values, including social justice, human rights, and respect for cultural diversity."

Post-Apartheid reforms was the focus of most educational researchers.This topic gained interest of many studies.Kopkowski's work was among them. According to his dissertation "The Right to a Basic Education in South Africa"

As for Kopkowski's dissertation, the post-apartheid period marked "the first-time education would become compulsory for African children, as for all children in the country, up to grade nine" (qtd. in Kopkowski). Additionally, it notes that "the right [to basic education] excludes 'internal qualifiers'" and therefore, "as a socio-economic right gives citizens immediate and direct claim to the right to a basic education" (qtd. in Kopkowski). Furthermore, the source states that "Save for acknowledging this positive obligation in the provision of basic education, South African courts have, to date, not had the opportunity to develop a test for adjudicating whether or not the current provisioning of public education has met or failed to meet this positive obligation" (qtd. in Kopkowski 23.24.25).

According to the same paper there were other post-Apartheid reforms such as:

The National Education Policy Act to establish national education policy.

South African Schools Act for establishing uniform norms and basics for education and funding of schools.

The The South African Qualifications Authority for managing the progress and implementation of the National Qualifications Framework.

Establishing officials at national, provincial and local levels addressing educational concerns and policies.

Introduction of Outcomes Based Education (OBE) curriculum methodology, which shifted education from teacher-based, content-driven curriculum to an outcomes-based, learner- centered curriculum.

The Draft National Policy for an Equitable Provision of Enabling School and Teaching and Learning Environment.

The Draft National Minimum Norms and Standards for School Infrastructure. (Kopkowski)

1.5.2. From Segregation to Integration: Addressing Educational Inequities in South Africa

The war left a lasting legacy because of the unequal distribution of resources, the discriminatory policies which altered educational infrastructure. The government attempted to address historical inequalities in the post-apartheid era focuses through the post-apartheid reforms to eradicate the racial segregation and discrimination of the apartheid era in the education system. The authorities integrated the school system into a single, non-racial system, the redistribution of resources to benefit black and coloured students, and the equalization of teacher salaries and ratios. These measures tried to create an equitable education system that provides equal opportunities for all students, regardless of their race, ethnicity and religion.

After the end of apartheid in 1994, the new government made enormous efforts to

eradicate this unequal and discriminatory education system. "Since the 1994 democratic elections, South Africa had undertaken several curriculum reforms that were intended to democratize education (Vally) "and eliminate all past inequalities associated with the apartheid regime" (Hoadley qtd. in Ngobeni, Chibambo, and Divala)

To start with, the newly democratic government adopted educational curricula that aimed at stopping inequality in schools such as merging the previous education departments into a single national department with provincial subdivisions to unite the sector. So, undoubtedly The previously mentioned reforms were made to abolish legal and financial disparities that created inequality such as fees.Factors such as school access, curriculum, teacher deployment, and financial resources were also among the education policy.In addition to that, government tried to equalize funding in schools including teacher salaries and educational resources. All these new policies aimed at improving school infrastructure, buildings, utilities in underprivileged schools.

1.6. Challenges and Continuities

1.6.1. Identification of Persisting Challenges in the South African Education System.

Despite the post-apartheid educational reforms, challenges and continuities remain. All challenges evolve around inequality that; directly and indirectly; affect the quality, access and outcomes of education in South Africa.

1.6.2. Inequality in Education

Although Bantu education ideology has been officially left behind, schools are still under de facto segregation. (De facto segregation refers to segregation that happens by fact or circumstance rather than by law). Whites have moved to private schools, and suburban schools have a majority of Colored students, while township schools are overwhelmingly Black, and rural schools tend to have Black and Colored students (Knipe- Solomon qtd. in Ocampo). Crowded classes mean less quality. Chris Hani Independent School is a township

school that operates in tin shacks with at least forty students per shack. They have volunteer teachers and limited resources. All students are Black. …. Elizabethfontein School is a rural school with students who travel so far to attend school that they must stay in the school hostels during the week. The students are Colored. Although diversity exists in the Cape Town area schools, the student populations of individual sites remain largely homogeneous based on race, and the quality of schools follows this division. (Ocampo). This is the best context to say: "While the iron fist had unclenched, its indelible marks still scarred the land." and I say "While the oppressive system of apartheid had come to an end, it's devastating impacts on the education system still deeply scarred the nation, the people.

Socio-economic inequalities constantly affect educational outcomes, as the economic circumstances of disadvantaged students prevent them from having access to quality educational resources. According to "A Brief History of Educational Inequality from Apartheid to the Present", despite efforts to equalize education, it is very hard to achieve

equity. The government spends 20% of its budget on education, but the funding is not enough for disadvantaged schools to operate effectively. Schools receive a minimum amount from the government and parents pay additional fees, which vary significantly, leading to disparities in school quality. This fee system widen the gap in schools.For example, former white schools in suburbs may charge R10,000 ($1,500) per year, while others charge as little as R150 (about$25) per year. These differences in fees result in varying qualities of education. Private schools, which charge higher fees, typically have one teacher for every fifteen students, whereas schools with lower fees may have up to forty to fifty students per teacher. After apartheid, Black people earned much less than White people, so they cannot afford high- quality schools. Some communities have high unemployment, so schools there charge lower fees, meaning Black and Colored students are less likely to get a good education. This shows how apartheid's goal of keeping Black and Coloured people in lower

economic positions still affects education today (Ocampo).

Despite policy interventions and reforms, the quality of education remains a significant challenge evident through poor educational results. Moreover, multilingualism has created serious language barriers in the educational context, particularly for students whose home language is not the medium of instruction used in schools. Compounding these issues, there was surely a lack of qualified, well-trained, competent teachers, especially in disadvantaged areas. Despite the end of apartheid's regime, its effects cast long shadows through these challenges.

1.7. Continuities from the Past Affecting Current Educational Outcomes

Continuities from apartheid-era policies still affect South Africa's education today. Historical inequalities, impacting school infrastructure, access, and resources which in other terms affect the teaching quality. Implementing new policies is difficult due to economic, social, and educational disparities. South Africa's diverse population poses challenges for education, requiring inclusive approaches to address varied learning needs.

In his research "Education in SA: A tale of two systems" which is based merely on facts rather than opinions and personal perspectives, Spaull finds out that …… "six findings stand out: There have been some important successes including expanding access, equalizing spending, and recently, ANAs, workbooks and CAPS.

We have two education systems not one.

The quality of education in most South African schools is far too low - this cannot continue without social consequences.

Equalizing resources has not equalized outcomes -there is a serious need for accountability.

Most of South Africa performs worse than many poorer African countries - more resources is not a silver bullet.

South Africa had the highest teacher absenteeism in 14 African countries.

Widespread failure to get the basics right - large numbers of students (30%) are failing to acquire foundational numeracy and literacy skills" (Spaull).

Therefore, while there have been some positive results like increasing access and equalizing spending, South African is still characterized by bimodality "Tale of Two System". one functioning, one failing, An inferior with a superior version of education. The quality of education in most schools remains unacceptably low, with poor outcomes.

Alarmingly, South Africa performs worse than many poorer African nations, and has high rates of teacher absenteeism. Many students still lack basic literacy and numeracy skills. In essence, the present is still showing apartheid shadows - transformative solutions tackling accountability, quality and basics are seriously and urgently needed.

1.8. Conclusion

The history of education in South Africa is a tapestry woven with threads of oppression, racism, and inequality. From the subjugation of indigenous culture and education during colonialism to the authorized lawful segregation under apartheid's Bantu Education Act, the country's educational landscape has been brutally marred by injustice. However, even in the face of such adversity, the South African people steadfastly held onto their traditions, languages, cultures and identities.

In the aftermath of apartheid's regime, the newly democratic government embarked on an ambitious journey to transform the education system, guided by principles of equity.

Reforms were implemented to consolidate the fragmented racial departments, equalize resource allocation, and introduce learner-centered curricula like Outcomes-Based Education. Yet, despite these noble efforts, the ghosts of the past continue to haunt the present, manifesting in persistent socioeconomic inequalities, inadequate infrastructure, teacher shortages, and lingering disparities in educational outcomes.

"Like an echo resounding through time, the reverberations of history continue to

shape the contours of our modern reality." The cruel apartheid system, especially its Bantu Education Act, left deep, lasting impacts that are still felt and seen today. Even though legal racial segregation ended and reforms were made, the devastating effects of that unfair system remain, spreading through South African schools leaving wounds of inequality in SA communities.

The resrach showed how history shaped education in South Africa. In the following chapter, we will analyze the current state of education in South Africa by examining key aspects of its historical development and present context. will begin by setting the stage for a contemporary analysis, highlighting the connection between historical developments and the present state of education. I will then delve into specific aspects of education, including infrastructure and access, curriculum and pedagogy, socioeconomic factors and educational inequality, language of instruction, and technology integration. Additionally, I will explore future directions and provide policy recommendations based on the findings. This analysis aims to provide a comprehensive understanding of the challenges and opportunities facing the South African education system today.

Chapter Two

Current State and Future Prospects of Education in South Africa

South Africa's educational system is a complex issue deeply influenced by its historical context and shaped by different developments tackled and explained in the previous chapter. The system faces countless challenges that are rooted in its past, including, apartheid, and the liberation struggle, all of which have left a profound imprint. The education system was designed to cater to the needs of the colonial interests and goals The Bantu Education Act; for instance, aimed to limit educational opportunities for the black population. These historical events have led to persistent systemic inequalities in the education system.

In the era following apartheid, South Africa has attempted to reformulate the basis of the educational system redressing past historical grievance. However, despite these improvements, the journey towards an equitable education system seemed an insurmountable challenge due to inequalities in resource distribution, the quality of education, and access to opportunities for the black South Africans.

Post-apartheid era was marked by a stark contrast in educational resources and opportunities. The reforms addressed two different levels. According to a well-known saying, "There is no panacea for all ills." The white population had well-funded educational institutions, while black schools were under- resourced and underfunded. The implementation of these reforms did not have equal outcomes and the reforms failed in bridging the gap effectively. Therefore, the journey towards an equitable education system in South Africa remains a challenging endeavor nowadays. The future trajectory of education in South Africa depends on addressing these systemic problems. The country has the potential to use education as a force for socio-economic development. To achieve this, it is essential to learn from past experiences, navigate through intricacies of the present, and envisage a brighter

equal future.

This chapter aims to provide an in-depth understanding of the South African educational landscape. we embark on a comprehensive exploration of the current state of education in South Africa. We scrutinize the existing educational infrastructure, delve into the disparities in access to education, and evaluate the curriculum and pedagogical approaches. We also investigate the influence of socioeconomic factors on educational inequality and examine the role of language in education. The integration of technology in classrooms and its impact on teaching methods and learning outcomes is another key area of interest. At the end, we contemplate potential strategies for overcoming current challenges and propose policy transformations and interventions. The chapter concludes with a summary of key findings and their implications for the future of South African education

2.1. Education Infrastructure and Access with Examination of the Current State of Educational Infrastructure.

The quality of education infrastructure and access to educational opportunities are important factors that determine the overall educational landscape in South Africa. South Africa's educational infrastructure has seen some improvements but also faces challenges that remains a serious issue. According to a report, "Schooling under Unusual Conditions:

Research into how school infrastructure shapes teaching and learning in SA", the schooling sector still faces inherent challenges despite great efforts by the post-apartheid government to transform and expand schooling (Fengu). It is clear that "nearly three decades into democracy, the post- apartheid government is still struggling to undo the inequalities in the schooling system that were created by the apartheid regime." (Fengu)

Generally, educational infrastructure is the physical facilities, equipment, and resources required in the teaching –learning process such as school buildings, classrooms, libraries, laboratories, computers, internet connectivity, textbooks, etc . Infrastructure may

also include systems and services that facilitate education, such as transportation, sanitation, and the access to clean water. To ensure that children have access to high-quality education and to a conducive effective learning environment, infrastructure must be improved.

It is undeniable that "Teachers' quality of teaching and performance, as well as their general attitude towards their job, are greatly affected by poor school conditions or facilities. "So; the importance of infrastructure in undeniable in the success of the teaching-learning process "A major contributor and often neglected part of this learning crisis is the physical conditions at schools, which are not always favorable to good teaching and learning." (Fengu).

SA education infrastructure is inadequate, outdated, and insufficient, particularly in rural and disadvantaged areas. Well, this is not a personal view or an opinion Rather, it was expressed by the minister of Basic education Angie Motshekga as mentioned in the Times Live online newspaper. She declared "the education system is experiencing severe challenges including infrastructure backlogs, overcrowding and a shortage of educational resources." She added "she said the department was working with provincial education departments to intensify the delivery of school infrastructure. The department was confident the annual performance plan targets would be met and that the budget allocated would be used.". The minister underscored the critical need for efforts to enhance school infrastructure, highlighting the significance ongoing initiatives. She said "the department has provided 2,871 schools with sanitation facilities through the SAFE (Sanitation Appropriate for Education) programme" …and …. "511 schools are at various stages of implementation and DBE plans to provide these with sanitation facilities by the end of the financial year, that is March 31 2024." By looking to the date which took place one month ago, we can clearly see that the echoes of apartheid continue to have a profound impact on education.

Moreover, the minister shed light on the role of teachers discussing the challenges

faced in education. She announced that South Africa would be participating in World Teachers' Day, which is celebrated globally focusing on the importance of the role of qualified teachers to achieve the desired education outcomes. she said "Under these difficult circumstances, it is our teachers who have made the centre hold. In the midst of a lack of other educational resources, our teachers remain the only available and most critical resource" (Lehenga)

The Equal Education (EE) report, entitled "Schooling under Unusual Conditions: Research into how school infrastructure shapes teaching and learning in South Africa," highlights the critical impact of school infrastructure on education. Released on November 20, 2023, the report examines the relationship between infrastructure and learning outcomes.

Despite improvements in access to schooling, the quality of education remains compromised due to poor school conditions. Overcrowding and insufficient classroom infrastructure negatively affect both learners and teachers. The report emphasizes the need for urgent policy reforms to eradicate infrastructure backlogs and improve schooling quality. However, it acknowledges limitations and calls for further research to understand the link between infrastructure and learning outcomes (Fengu).

2.2. Analysis of Access to Education, Including Disparities between Urban and Rural Areas

Despite the government's efforts to address the quality of education infrastructure and access, significant disparities persist, particularly between urban and rural areas with urban schools generally having better facilities. In-text citation: According to Sumida and Kawata's analysis of the learning performance gap between urban and rural areas in sub-Saharan Africa, " The learning gap between urban and rural areas is a persistent problem in many sub-Saharan African countries. Previous studies have found that the urban-rural learning gap is attributed to the fact that student characteristics and school resources are different in urban

and rural area" (Sumida and Kawata). For South Africa, the study found a very large urban-rural gap of around 100 points in student reading test scores. This disparity was entirely explained (101%) by the included characteristics related to students, families, teachers and schools. School characteristics such as resources and facilities accounted for the largest share (53%) of the gap, followed by family characteristics (27%) such as possessions and parents' education levels. Student traits like age, gender and home language played a smaller role (13%), as did teacher characteristics (8%). The study also shows that over time from 2001 to 2007, the relative importance of family characteristics increased from 16% to 27% of the explained urban- rural gap in South Africa, while school characteristics remained the predominant source. The findings underscore the importance of improving school resourcing and addressing family backgrounds to reduce learning inequalities between urban and rural areas within South Africa. (Sumida and Kawata, P11).

Undoubtedly, the government attempted to increase access in SA schools "In many ways, schooling in South Africa has improved as government policies ensure that all children in the country go to school, at least until Grade 9," (Fengu)

In South Africa, achieving quality education is still a distant reality, with a clear divide between urban and rural areas. Schools in rural areas face numerous barriers that hinder their ability to access educational opportunities at the same level as their urban peers.

The main reason to accessing education in rural South Africa is the limited number of schools there. This is because of the geographical remoteness of many villages and rural areas. The lack of transportation infrastructure is another factor since most students find it difficult to reach educational facilities. Furthermore, socioeconomic factors, such as poverty, prevents affording adequate education, such as transportation, uniforms, and learning materials. Different reason and one result: high dropout rates among rural students.

The absence of basic amenities like classrooms, libraries, and sanitation facilities

formed a poor infrastructure in many rural schools. Surely, this can further discourage attendance and hinder learning effectiveness. However urban areas enjoy better access to educational opportunities and circumstances, with an improved transportation network, disparities still exist, particularly for students from low-income families within these urban settings.

Overcoming these geographical, socio-economic barriers is an essential step towards effacing the remains of apartheid. The challenge will be always a society where educational opportunities are equally accessible to all.

Since 1994, South Africa has made considerable progress in achieving the right to education, establishing a proficient, and high-quality education system for young people. According to UNICEF:

"The number of children under five attending an Early Childhood Development (ECD) Centre or pre-school has increased to one in three from one in ten since 2002. Primary school attendance is at 99 per cent – up some 3 per cent since 2002. Secondary school attendance has increased to 90 per cent from 88 per cent in 2002, with notable gender parity."

Children with disabilities continue to be better included within the schooling system, now representing 5 per cent of the total population of children attending school." (UNICEF).

These numbers show, the numbers show significant increase in early childhood education enrollment from 10% to 33%. and universal primary school attendance at 99%. It is clear that there is improvement in secondary school attendance from 88% to 90%. 5% of students in the schooling system are children with disabilities, indicating better inclusion. The statistics reflect South Africa's progress and efforts in expanding access to education across all levels, from early childhood to secondary.

The socioeconomic gap that continues to have a deep impact. This highlights the differences between urban and rural areas, as well as between Black and White people.

Poverty and inequality remain major obstacles which prevents many children from getting the appropriate educational opportunities. Despite the increase in Early Childhood Development (ECD) centers, poorly trained teachers and bad teaching methods are lowering the quality of early education programs, making it harder for poor children to access these services.

2.2.1. School Drop-Out

According to De Hart and Venter (69) in his research paper Comparison of Urban and Rural Dropout Rates of Distance Students, "The analysis shows that rural students had a

dropout rate (16.73%) that was 1% higher than that of urban students (15.73%). This is in line with previous studies, mostly international, that found that the location of a student in isolation affected the dropout rate." This study shows that being from a rural area increased the dropout rate compared to urban areas as shown in Table 1 (De hart, Venter 69.70).

Table 04.Summary of Multi-Variable Comparisons

Variables combined with urbanization	Highest dropout rate	Lowest dropout rate
Age, language	Rural, Nguni-speaking, 29-72 yrs.	Afrikaans, rural, 25-28yrs Other language, rural, 29-72 yrs
Age, gender	Rural, male, under 21 yrs.	Urban, female, under 21
Age, employment sector	Rural, not employed, 29-72 yrs.	Urban, not employed, under 21 yrs
Age, population group	Rural, Colored, under 21yrs.	Rural, White, 25-28 yrs Rural, Indian, 22-24 yrs

Age, previous academic performance	Urban, 22-24 yrs., above 80% for accounting	Rural, 25-28yrs, 50-59% for accounting Rural, 22-24yrs, 70-79% for accounting
Gender, language	Rural, male, other languages	Urban, female, English-speaking
Gender, employment sector	Rural, male, employed in finance	Urban, male, employed in finance
Gender, population group	Rural, male, Colored	Rural, male, Indian (5.56%)
Gender, previous academic performance	Rural, male, above 80% for accounting	Rural, female, 50-59% for Accounting 1
Employment sector, language	Rural, Nguni-speaking, not employed	Urban, English-speaking, employed in finance
Employment sector, population group	Rural, Black, employed in finance	Rural, Indian, not employed
Employment sector, previous academic performance	Rural, not employed, 70-79% for accounting	Rural, finance, 50-59% for Accounting
Population group, language	Rural, Coloured, Afrikaans speaking	Urban, White, speaking other languages
Population group, previous academic performance	Rural, African, 70-70% for accounting	Rural, White, 50-69% for Accounting Rural, Indian, 70-79% for accounting Urban, Coloured, 70-79%

Previous academic performance, language	Rural, other languages, 60-69% for accounting	Rural, Afrikaans-speaking, 50- 59% for Accounting Rural, Afrikaans-speaking, above 80% for accounting Rural, English-speaking, 70- 79 % for Accounting Urban, Nguni-speaking, above 80% for accounting

Made by researcher

The study by De Hart and Venter analyzed the reason behind student dropout rates. They found out that location plays a crucial role, with rural students facing higher dropout rates compared to their urban ones. This disparity is further exacerbated by the presence of other reasons such as language, gender, age and employment status, and gender. The study shows that the highest dropout rates are seen among older, Nguni-speaking, and employed students in rural regions, however, the lowest dropout rates are found among younger, English- speaking, metropolitan workers in the finance industry. The study suggests that academic, economic, and demographic factors may explain the dropout trends among different student groups, with rural location being a major risk factor.Curriculum and Pedagogy

2.2.2. Evaluation of the Curriculum Structure and Content

A 2016 study by Taylor and Mathe mentioned that in 2009, the South African Minister of Basic Education assembled a task force to examine deficiencies in the national school curriculum. Their recommendations led to the implementation of the National Curriculum Statement Grades R-12 (NCS) in 2012, coupled with reforms to assessment practices and teacher training initiatives.

In 2016, another study evaluated the adoption of the NCS across schools and found that while the curriculum itself was well-designed, adherence by educators was lacking. Frequent classroom absenteeism by teachers, disruptions from meetings and events, and a lack of accountability measures contributed to deviations from the prescribed teaching schedule.

Moreover, the study highlighted prevailing gaps in subject matter expertise among many teachers, hindering their ability to effectively deliver instructional material. Many school administrators also lacked adequate training and preparation, some of whom had received subpar education themselves or obtained promotions through subjective means.

The researchers concluded that multifaceted systemic shortcomings at various levels of the education system posed significant obstacles to the consistent and proficient implementation of the national curriculum across schools. Addressing the multitude of challenges would require comprehensive reforms spanning curriculum adherence, educator competency, and leadership development. (Taylor and Mathe1).The evaluation followed a specific methodology as shown in Taylor's and Mathe's study: "The Service Level Agreement (SLA) governing the evaluation specified that the method followed should focus on 24 case studies, consisting of 12 primary schools and 12 secondary schools sampled from all Quintile 1-3 schools (the poorest) in four provinces: Eastern Cape (EC), Gauteng (GP), Kwa-Zulu Natal (KZN) and Mpumalanga (MP). The case studies, based on a matched-pairs design, with an outlier, were supplemented by engaging with curriculum officials at national, provincial, and district levels." (Taylor and Mathe, 1).

This study looks at whether the goals of the Curriculum and Assessment Policy Statements (CAPS) have been successful or not. To evaluate its success, six key criteria were considered as a lens effectiveness, appropriateness, equity, efficiency, impact, and sustainability.

To sum up, the first major implementation evaluation of the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statements (CAPS) was introduced in 2012. In 2009, the Minister of Basic Education appointed a task team to investigate challenges with implementing the curriculum at that time. Their recommendations led to developing the NCS and CAPS which were then phased in from 2012-2014 in different grades. Right after, in 2016, this implementation evaluation was commissioned by the Department of Planning, Monitoring and Evaluation (DPME) to evaluate the extent to which the new NCS/CAPS curriculum has actually been implemented in schools as intended.

2.2.2.1. Conclusion of the evaluation

According to the Report on the Implementation Evaluation of the National Curriculum Statement Grade R to 12 (CAPS) "blockages to the implementation of the NCS occur at five key points in the curriculum cycle: the initial education of teachers (ITE), the appointment of inappropriate candidates to promotion posts, ineffective in-service training (CPD), the poor use of time in schools, and ineffective instructional leadership practices exercised by subject advisors and school leaders." Therefore "The evaluation proposes five main recommendations to address these blockages:

R1 DBE, DHET, SACE, and universities should devise curriculum and practice standards to guide the education and work of teachers.

R2 DBE must review and apply merit-based appointment and promotion policies and processes for educators.

R3 DBE must work with universities, NGOs, and corporate partners to conduct research on effective in-service education and training for educators.

R4 DBE, in collaboration with Provincial Departments of Education, must develop an effective program to achieve school functionality.

R5 DBE and Provincial Departments of Education should develop an effective program to

support school leaders and teachers in curriculum implementation."(Taylor and Mathe i)

In other words, the evaluation called for setting clear standards for what teachers should know regarding the curriculum. The evaluation also recommends educational authorities to hire and promote teachers based on their actual qualifications and abilities, not connections or bribery.

Moreover, researching effective ways to provide ongoing training for teachers should be a necessity in order to develop an effective program that helps principals and teachers properly implement the curriculum.

2.2.3. Exploration of Pedagogical Approaches and their Effectiveness

According to Britannica pedagogy is defined as: "the study of teaching methods, including the aims of education and the ways in which such goals may be achieved. The field relies heavily on educational psychology, which encompasses scientific theories of learning, and to some extent on the philosophy of education, which considers the aims and value of education from a philosophical perspective." (Britannica) In its simple forms, pedagogy is the teaching method.

According to the Report on the Implementation Evaluation of the National Curriculum Statement: Grade R to 12 in talking about pedagogy, "It is evident that teachers manage time and learner behavior relatively efficiently in their classes. However, learners are not set sufficient quantities of individual tasks to engage them fully, while teacher explanations of concepts and procedures generally lack clarity and detail." (Taylor, Mathe 14) clearly, the problem lies in the inadequate task assignments and unclear explanations, which hinder effective learning and understanding. Formative assessment involves teachers asking questions of the class and using similar tactics, but not necessarily taking use of the opportunity that the questions and replies provide to clarify concepts and build upon existing knowledge. (Taylor, Mathe 14). In the same context, Roseline Ntshingila -Khosa conducted

a study titled "Pedagogical Practices and Interpretations in South African Education" observed teaching methods and teachers' perceptions in 22 classrooms in Soweto. Despite having resources like textbooks and chalkboards, the classrooms were dominated by teacher lectures and simple question-answer sessions. The teacher-centered approach contradicted the teachers' goals and did not encourage critical thinking or cognitive growth in students. The study highlighted the need to evaluate the effectiveness of these methods and explore better strategies to create a more student-centered learning environment. It suggested understanding why ineffective teacher-focused methods persist and investigating alternative strategies like group activities and discussions that could enhance cognitive development. (Ntshingila-Khosa 22 -25)

According to the report, educators use a one-size-fits-all strategy and neglect to differentiate instruction for students with different levels. Classrooms lack active learning, and teaching methods do not align with learning objectives, indicating a lack of emphasis on critical thinking. Poor performance on tests suggests that high knowledge and skill levels are not being achieved. Also, most observed classes do not progress from simple to complex concepts, highlighting a gap between planned teaching methods and actual practices (Taylor and Mathe .14)

Figure 01. South African Matric Results 2009-2016.

Source: DoE. 2016. "National Senior Certificate: Examination Report 2016." Pretoria:

Department of Education
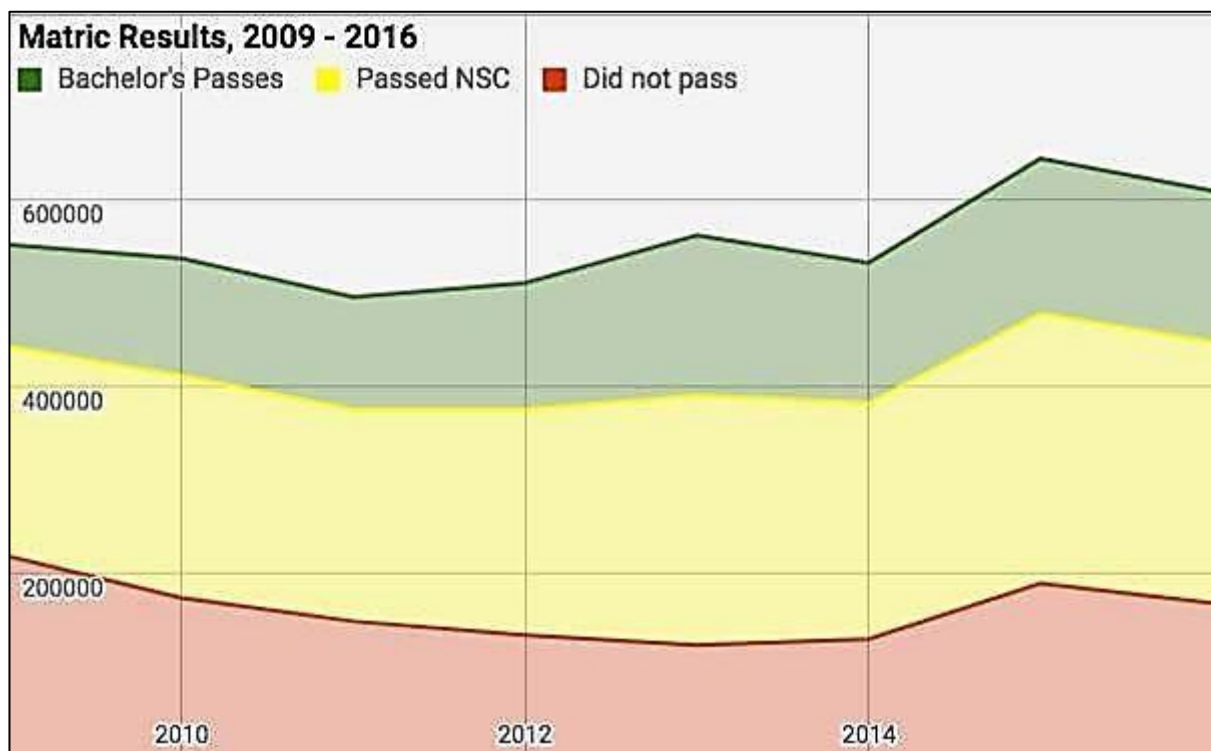
The graph shows the matric results from 2009 to 2016 in three different categories:

Bachelor's Passes (colored in green), Passed NSC (yellow), and fail (red). The number of

Bachelor's Passes and Passed NSC increased over time, indicating improved academic

performance. However, the number of students who did not pass also arose in 2014.This

highlights the need for measures to address this issue.

On January 30th, 2023, another study was held entitled "Teachers' Pedagogical Beliefs

in a Project-Based Learning School in South Africa". It aims at investigating the pedagogical

beliefs of teachers in a South African K-12 institution where project-based learning has been

implemented at the institutional level. The research explores both traditional and

constructivist beliefs held by teachers. This recent paper was made by a group of authors:

Sizwe Errol Nxasana (Aalborg PBL Centre, Aalborg University, Denmark).

Juebei Chen (Aalborg PBL Centre, Aalborg University, Denmark).

Xiangyun Du (Aalborg PBL Centre, Aalborg University, Denmark).

Mahmood Ahmed Hasan (Institutional Research and Effectiveness Department, Qatar

University, Doha, Qatar). Their study investigated teachers' pedagogical beliefs and

pedagogies in a South African private school K-12 implementing Project-Based Learning

Researchers surveyed teachers to understand their beliefs—leaning towards traditional or

constructivist methods. While most held constructivist views, experience influenced

variations. Newer teachers leaned traditional, while experienced ones embraced

constructivism. Covid19,The pandemic reshaped teacher roles, emphasizing technology and

social-emotional support. The study highlights the importance of adopting both traditional

and constructivist skills for effective teaching in a changing educational landscape (Nxasana

et al.3).

2.3. Socio-economic Factors and Educational Inequality

Nelson Mandela once said "Poverty is not an accident. Like slavery and apartheid, it

is man-made and can be removed by the actions of human beings."Indeed, poverty is a

societal creation that can be eradicated, not an innate or permanent condition.

2.3.1. Analysis of Socioeconomic Disparities and their Impact on Educational Outcomes

George Washington once said "Truth will ultimately prevail where there are pains to

bring it to light." This is a stark reality or fact, In South Africa, inequality is everywhere,

especially in education. Differences in wealth and social status deeply alter and constantly

shape children's outcomes and mental growth. Kids from poor backgrounds find it hard to

keep up with their richer classmates. This gap keeps growing. The older it is, the harder to

stop it.Research from the Institute of Education shows social inequalities in childhood can profoundly impact a child's early development of cognitive and social-emotional competencies, that will later on affect his educational development. The study analyzed data from the British Cohort Study, taking a multi-dimensional approach to evaluate how factors such as parental education, social class, income, and home ownership influence a child's verbal skills.

The findings revealed that while cognitive abilities were more strongly associated with social background, early social-emotional skills, such as behavior regulation, were also found to be strong predictors of academic achievement, occupational success, and income levels by the age of 42.

This shows how childhood inequalities can affect people for a long time. It also shows that urgent interventions are needed for reducing socio-economic disparities, supporting parental education, and helping kids learn to control themselves.

socioeconomic factors like poverty, unemployment and the level of education, and school location impact students' learning process and educational results, Education is heavily influenced by the economic, political, and cultural situation of society - This is especially true for young children. To ensure equality in educational, it is essential to comprehend the overlaps and interactions between these   socioeconomic factors as well as the larger context in which they occur (Qtd in Bolay 18).

Significant issues have been influenced by poverty in South Africa's rural communities. Low socioeconomic position and economic disadvantages shape a child's cognitive growth and academic achievement from an early age. Parental education, drugs, poor nutrition, environmental contaminants, stress, and violence are among the factors that can adversely affect cognitive ability both before birth and throughout adulthood. These factors are more common in poor houses. Due to their lack of access to the same educational

opportunities that come with wealth and parental education, lower-class children with less educated parents have an endless life struggle. Therefore, this unfair playing field influence academic achievement as richer kids have greater access to resources. Good educational strategies need to be contextual, taking into consideration differences in resources, language hurdles, and technological availability, as well as the particular difficulties faced by rural schools affected by poverty in comparison to well-resourced urban or suburban schools (Bolay 18-20).

According to Bolay socio-economic status SES such as low income, limited parental education, lack of resources, and a disadvantaged community environment all contribute to hindered cognitive development and skill acquisition in children. This puts them at a significant disadvantage compared to their wealthier peers who have access to educational resources like books, computers, educational tools and tutors. Poor and rural school achievement is directly impacted by poverty, lack of infrastructure, under-educated parents, and insufficient learning materials. These socioeconomic realities make it difficult for rural schools to adapt to educational reforms and provide high quality learning resources. These schools frequently experience teacher shortages and employ educators without proper training or qualifications. At the same time, they have limited ability to provide students with supplemental support like tutoring, counseling, adequate pedagogies or enrichment programs. This creates a major obstacle for already disadvantaged schools attempting to facilitate effective learning and academic progress for their students. As a result, students from low SES backgrounds who struggle initially are less likely to catch up academically, perpetuating a cycle of low educational outcomes and limited opportunities within disadvantaged communities. Socioeconomic inequalities and the hardships of poverty manifest in substandard learning conditions that hinder academic progress for students in rural, low-income areas (p.21.22) John Trapp once said: "Poverty is the parent of ignorance."

This blunt statement directly shows the links of poverty and a lack of knowledge and education.

2.4. Language of Instruction

Language plays a crucial role in the education process. With language you learn, you participate, you communicate, and you evolve. Edmund de Waal, a British ceramic artist and author once said: "*With languages, you are at home anywhere*." and "If you do not know the language, you will be lost even at home" as Johann Wolfgang von Goethe, a renowned German writer and statesman said., "It is indeed the struggle of South African students.

Language plays a crucial role in shaping learning experiences, achievement, and access to quality education. South Africa has a rich linguistic diverse landscape, with 11 official languages. This diversity will certainly present both opportunities and challenges in the education South African system.

"According to Ethnologue: Languages of the World, published by SIL International, there are 34 languages in South Africa. Of these, 30 are living and four are extinct. Of the living languages, 20 are indigenous and 10 are non-indigenous. Furthermore, 12 are institutional, seven are developing, three are vigorous, one is in trouble, and three are dying (Eberhard, Simons, Fennig, 2020.). There are 11 official languages in South Africa: Zulu, Xhosa, Swati, Ndebele, Tsonga, Sesotho (referred to as "Sotho, Southern" by Ethnologue), Sepedi (referred to as "Sotho, Northern" by Ethnologue), Venda, Setswana, Afrikaans, and English. Zulu is the most widespread with 27.3 million speakers, of which 11.6 million are first language (L1) speakers and 15.7 million are second language (L2) speakers. Xhosa has the second highest population of speakers, at 19.15 million speakers.The other official indigenous languages, and corresponding numbers of speakers are: Sotho, Northern (13.72 million speakers); Venda (12.91 million speakers); Setswana (11.77 million speakers); Sotho, Southern (11.75 million speakers);Tsonga (5.68 million speakers); Swati (3.7 million

speakers); and Ndebele (2.49 million speakers) (Eberhard, Simons, Fennig, 2020.).

Afrikaans and English are two of the national languages and are the official languages in all nine provinces. There are 17.16 million Afrikaans speakers in South Africa, of which 6.86 million are L1 speakers and 10.3 million L2 speakers. There are 15.89 million speakers of English in South Africa, of which 4.89 million are L1 speakers and 11 million are L2 speakers. See Figure 2 for detailed information on languages and populations that speak to them (Eberhard et al 2020)." (Dexis Consulting Group, 3)

2.4.1. The Role of Language in Education and Analysis of Language Policy Implications in South Africa

The impact of language on student learning cannot be understated. A learner's mother tongue language, language of instruction, and their proficiency across multiple languages directly influence their ability to grasp educational concepts, participate effectively, and develop the appropriate skills. Research shows that mother-tongue instruction improves understanding, builds self-confidence, and plays a vital foundation for effective learning.

South Africa's language-in-education policies have evolved from the apartheid era's enforcement of Afrikaans and English as sole mediums of instruction, which marginalized the Black majority's home languages like Zulu and Xhosa. Post-apartheid policies recognize all 11 official languages, promoting multilingualism and equity through mother-tongue education, at least in the early years of schooling.

However, implementation challenges have led to English emerging as the dominant Language of Learning and Teaching (LOLT), even from the first years of primary school for most learners.

Factors like the perceived socioeconomic mobility of English, shortages of educational materials and qualified teachers for African languages, and parental/community preferences contribute to this de facto English policy.

De facto refers to something that exists in fact, even if it was not necessarily planned or intended to be that way. Specifically, in reality English has become the language most used in schools, especially after the early grades. This unofficial or "de facto" favoring of English over other languages like Zulu, Xhosa, etc. occurs even though it goes against the policy that adopts multilingual education. This preference occurs since English is seen as the language of opportunity, another reason of de facto is the lack of resources and teachers for other South African languages. Parents and communities also frequently prefer English over mother-tongue teaching which made it the practical language of instruction in South African schools.

The prevalence of English as the language of instruction creates difficulties for students whose home language is not English. They must learn complex subjects in a language they do not even use. This transitioning to English in bilingual programs hinders cognitive development and knowledge acquisition.

While the multilingual policy aims for inclusivity and decolonization, linguistic inequalities persist. English LOLT policies have been criticized for potentially contributing to high failure and dropout rates, especially in rural areas. Suggestions to adopt previously marginalized languages like Zulu/Xhosa as national lingua francas raise concerns over practicality and ethno-linguistic inclusivity.

Teachers in multilingual environments require specialized skills like code-switching, differentiated instruction, and creating inclusive classrooms. However, many of them are unqualified and face challenges due to lack of training and resources to effectively teach diverse language groups. "In South Africa, all teachers are required to demonstrate proficiency in at least one official African language as part of their initial teacher education program. According to the 2015 MRTEQP (Minimum Requirements for Teacher Education Qualifications and Programmes), teachers who complete their professional qualifications should be proficient in using at least one official South African language as the language of

learning and teaching Additionally, they should have partial proficiency (sufficient for

conversation) in at least one other official African language or in South African Sign

Language as a language of conversational competence is English or Afrikaans, the must be an

African language or South African Sign Language. New certificates are endorsed to indicate

the holder's level of competence in specific languages, using appropriate labels such as

(English)" and "(isiZulu).

Teacher training colleges in South Africa offer courses in English, Afrikaans, and the

official African languages to equip educators with the necessary language skills for effective

teaching and communication in diverse classroom." (Dexis Consulting Group, 8)

The social and political situation in South Africa adds to the complexity of language

issues. Power differences, past events, and discussions about national identity all affect how

language policies are made for education.

To address linguistic inequalities, it is important to support real bilingual education,

provide educational materials and instruction in all languages, train teachers for classrooms

with multiple languages, and involve communities in policy decisions otherwise

marginalization of black majority will continue to make education harder.

In an article entitled "Bilingual Education Can Work in South African Schools. The

authors discuss the potential of bilingual education in South Africa and proposes strategies to

address language challenges in the country's educational system . The article discusses the

potential for bilingual education to be successfully implemented in South African

schools Despite having 11 official languages, only English and Afrikaans are used as

languages of instruction beyond Grade 3 for most students (Tyler et al.) This policy

disadvantages the majority of learners who speak African languages at home, leading to lack

of understanding and disengagement.

However, a recent pilot program using is Xhosa and Sesotho as languages of

instruction showed promising results, with improved test scores. The authors argue that fully bilingual models, using both English and African languages for teaching content, can promote better learning outcomes. This would formalize the current practice of teachers unofficially "code- switching" between languages. Different approaches like parallel bilingual textbooks, trans- language for multilingual classrooms, and bilingual assessments are recommended. Crucially, teacher training programs and learning materials in African languages must be prioritized for effective implementation of bilingual education as a means to decolonize South Africa's education system (Tyler et al.)

2.5. Technology in Education

The role of Technology in education is undeniable. Technology has changed education by allowing online learning, providing videos and interactive tools for better lessons, enabling collaboration through video calls and document sharing, offering personalized learning, introducing educational games which all facilitate the teaching – learning process.

2.5.1. Assessing Technology in South African Classrooms: Impact on Teaching and Learning

According to a web article entitled Contributions of Technology to Education in South Africa posted on EL university "News&Events", Technology is playing a crucial role in education in South Africa, helping to bridge the gap between current learning and the skills needed for future jobs.

The key effects of introducing technology in education include: Enabling tracking of individual student progress through databases, improving teacher productivity and efficiency, enhancing student outcomes with engaging multimedia resources, equipping students with technological skills required for future jobs, allowing students to find their voice through creative apps, making learning more engaging with tools like green screen technology, deepening school-to-home connection through digital portfolios and classrooms, and helping

discover underlying interests and talents in students. Overall, technology is transforming education in South Africa, making learning more interactive, personalized, and aligned with the demands of the future job market. (admin)

South Africa's educational system faced serious hardship through history, the use of technology can help better the quality and minimize the harmful effects of inequalities in schools and classes. That is why, enhancing (Information Communication Technology) in schools was a necessity." What is Maturity? Every school needs an plan to achieve its vision, but evaluation is usually the weakest component of plans. There are several factors involved, but an important one is that policy makers often have unrealistic expectations about the learning improvements that will result from initiatives. For example, when you consider that it takes an average of four to five years for most teachers to reach a level of technological proficiency at which they can use computers fluidly and effectively, then an impact on student learning will not occur any sooner."

The Readiness Maturity Tool assesses a school's readiness for digital transformation by introducing information communication technology into classrooms. Initially developed in a paper-based format, the tool was refined and transformed into a digital version by the Centre for Community Technologies at Nelson Mandela University in South Africa. The study aimed to evaluate schools' maturity levels before implementing based education. Results indicate that while schools recognize the importance of integration, they have not fully embedded it in their leadership and vision. Although is used for teaching and learning, access for learners remains limited. Organizational and infrastructure support for readiness is lacking in most provinces. Encouraging educators to integrate into the curriculum and supporting trained educators are essential steps to enhance readiness in South African schools (Van 1,2).

Maturity was assessed as mentioned in (Greunen et al). "The development of

Maturity Assessment models has been a strong trend in various technological and organizational areas. These models are proving to be useful because they allow individuals and organizations to self-assess the maturity of various aspects of their processes against benchmarks. The best-known models are those belonging to the Capability Maturity Model Integration family developed by Humphrey at Carnegie Mellon University (CMMI 2006). These models are typically constructed with five levels, where each maturity level provides a new foundation of practices on which subsequent levels are built. Although they were developed for the software products and services, their capability maturity level structure and the mechanisms for determining those levels have been replicated by many other models in other areas. All these proposals were developed as an E- learning Maturity Model to provide a means by which educational institutions can assess and compare their capability to develop, deploy and support e-learning (focused on learners rather than teachers and institutions) by providing appropriate structures to deliver effective educational experiences through use. (Van Greunen et al. 3).

As introduced in Samantha's Teaching with educational technology (Ed-Tech) offers collaborative and interactive learning environments. It improves learner achievements, attentiveness, and organization of learning materials. Tablets as e-textbooks provide a cost-effective solution. However, the rapid technological changes must benefit all without exacerbating inequalities. South Africa aims to enhance teaching and learning through Ed-Tech integration, digital skills training, and pre-loaded content. Initiatives like the smart school program aim to transform education by using interactive smart boards and devices. The Department of Education allocates resources for infrastructure, software, and educator training. Investigating factors influencing technology integration using the Unified Theory of Acceptance and Use of Technology (UTAUT) can guide recommendations(Hart 2), concluded that "Ed-Tech has the ability to improve the education system in South Africa

while reducing the current disparities which exist. However, research has shown that the mere provision of Ed-Tech is not enough to ensure successful integration in the classroom and that several factors should be considered in this regard. This systematic review outlines five categories of factors that have been found to influence the process: (1) access to technical resources; (2) skills, training and competence; (3) efficacy and efficiency beliefs; (4) pedagogical compatibility; and (5) a supportive leadership and management structure." (Hart 11)

Chomunorwa and Mugobo made a study that explored the challenges of adopting e-learning in South African public schools from the perspective of students, especially those in poorer communities. Here are the key points about the study: They used an interpretive paradigm with a mixed-method (qualitative and quantitative) approach to collect data from high school learners in a township school in Cape Town. These tables show his data.

Table 05: Participants of Chomunorwa & Mugobo study.

Gender	NO of Learners	Percentage
Male	50	49.5
Female	38	37.6
Unspecified	13	12.9
Total	101	100

Made by researcher

Table 06. Perceived Challenges to E-Learning.

Factor	Male	Female	Unspecified	Percentage of Total
Lack of access to devices	50	38	13	100%
The cost of data is too high	50	38	13	100%
E-learning is not effective	29	22	7	57%
Educators are not interested	27	21	6	53%

Made by researcher

Table 07. Learner Access to Devices.

Access	No of Learners	Percentage
Full Access	07	07%
Shared (Domestic)	13	13%
Shared (Public)	22	22%
None	59	58%
Total	100	100%

Made by researcher

Full access refers to owning a device that one uses without having to share. Shared domestic

means having at least one device within a household that a learner has access to, and shared

public means access is only through a public facility or at school. (Chomunorwa and

Mugobo,83)

Chomunorwa and Mugobo found these results.

Lack of access to devices like computers/smart-phones, with 58% having no access at all.

High cost of internet data which is unaffordable for poor households.

Perception that e-learning is not as effective as in-person classes (57%)

Perceived lack of interest/skills in using technology among some teachers (52%)

All learners showed interest in e-learning but cited the above factors as major barriers in their

poor community context

The study highlights the need to carefully consider and address issues like device/internet access, home environments, teacher training etc. for successful e-learning implementation in disadvantaged schools.

It contributes insights from the learners' perspective on challenges faced in adopting educational technology in under-resourced settings.

In essence, this exploratory study surfaced some key socio-economic and practical hurdles to e- learning adoption as perceived by learners in a poor urban township school in South Africa.

In the same context, another study was made by Darelle Van Greunen which focuses on the importance of leadership and vision in integrating digital technologies in education. The research highlights that there is an awareness of the necessity to incorporate digital tools and plan for their integration within leadership and vision documentation. Regarding internet access, the study reveals that administrators and educators have high access levels, while learners face challenges with only 32% having access. This limited access is attributed to infrastructure deficiencies, including the lack of digital devices, dedicated facilities, and basic electricity (Van Greunen, Darelle, et al, 7). This is clearly shown in Figure 02.

Figure 02.Average Score Leadership and Vision.
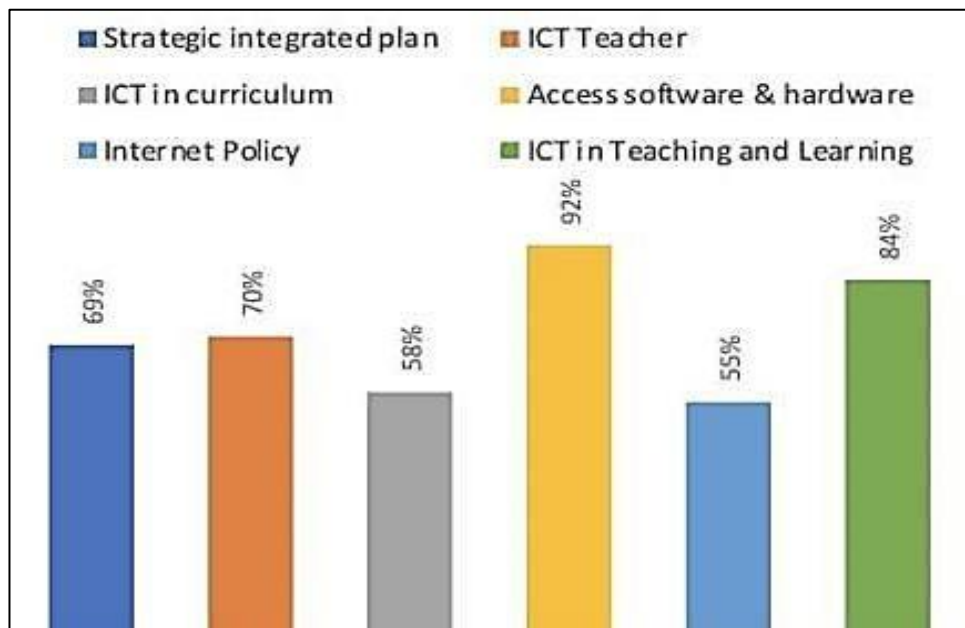
Future Directions and Policy Recommandations 2 . 5 .2.7

"Every new day is another chance to change your life." each day presents an opportunity to learn from the discriminatory policies of the past and create better educational opportunities for the future because as Martin Luther King, Jr. said "We must accept finite disappointment, but never lose infinite hope.". Despite the challenges like lack of resources and socioeconomic disparities stemming from apartheid, South Africans must persevere with hope for a more progressive future in education. The past cannot be changed. The future is yet in South African power to overcome education obstacles. The great Nelson Mandela said: "Education is the most powerful weapon which you can use to change the world." – So, South African cannot erase its apartheid history, it has the power to shape a new future, especially through empowering education. Education is the first step for a brighter life.

2.7.1. Exploration of Potential Strategies for Addressing Current Challenges

Improving access to educational resources such as sanitation, learning materials, and technology in rural and underprivileged areas is a crucial priority. Enhancing teacher training

programs are also essential to better prepare educators. Other strategies under consideration include revising curricula to focus on developing critical job market-related skills, increasing investment in educational technology and e-learning platforms, and fostering public-private partnerships to support underfunded schools. Addressing socio-economic barriers to education, promoting multilingual education models, and adopting decentralized, data-driven decision-making in school administration are additional measures that could help modernize the education system. The overarching goal is to make education more equitable, update teaching methods, enhance resources, and create an enabling environment for effective learning throughout South Africa.

As mentioned in Luvhengo's article that the minister of BE Angie declared that the Department of Basic Education in South Africa is intensifying efforts to enhance school infrastructure and support teachers. They are working closely with provincial departments to accelerate the delivery of infrastructure projects, utilizing tracking tools and daily monitoring to ensure implementing agents meet targets and budgets are fully utilized. "She said the department was working with provincial education departments to intensify the delivery of school infrastructure and it was confident the annual performance plan targets would be met and that the budget allocated would be used." A key initiative is the SAFE program, which has provided sanitation facilities to 2,871 schools so far, with plans to reach another 511 schools by March 2024 to create a conducive teaching and learning environment across all schools. "The department had developed detailed tracking tools and monitoring was taking place daily to ensure that implementing agents delivered as expected, Motshekga said in a statement" "She said the department has provided 2,871 schools with sanitation facilities through the SAFE (Sanitation Appropriate for Education) programme."

"511 schools are at various stages of implementation and DBE plans to provide these with sanitation facilities by the end of the financial year, that is March 31, 2024. We are doing

all we can to ensure we provide a conducive environment for teaching and learning in all our schools." Additionally, the department has adopted the Teacher Appreciation and Support Program (TASP) to encourage communities to acknowledge and celebrate the efforts of teachers on an ongoing basis"Government through the department of basic education has adopted a programme on teacher appreciation and support (TASP), which encourages our communities to also acknowledge and celebrate our teachers on an ongoing basis," she said. (Luvhengo).

2.7.2. Recommendations for Policy Changes and Interventions

According to a web article posted on News24/You, entitled "10 Ways to Improve Education in SA". Dr. Mamphela Ramphele, former vice chancellor of the University of Cape Town and leader of the new political party Agang, highlighted the dire state of South Africa's public education system during her keynote address at African Education Week. She emphasized the tragic impact of an inferior education system, language barriers, and missed economic opportunities. Despite South Africa's substantial investment in education, it ranks poorly in math and science outcomes compared to other African countries, even placing 143rd out of 144 surveyed nations. Her 10 suggestions were:

"Conducting subject-specific competency tests of all teachers and provide intensive teacher training.

Link pay increases for teachers to competency/qualifications.

Introduce minimum standards for new teacher hires with an eventual goal of all teachers having bachelor degrees.

Fill teacher vacancies by hiring 15 000 more teachers with a focus on unemployed youth with bachelor's degrees.

Provide allowances for working in rural areas and scarce skills, such as maths.

Upgrade infrastructure, eradicating mud schools, fixing basic infrastructure and building

libraries to provide proper learning environments.

Set minimum standards for all elements of the education system so parents know what they should expect from government and can hold it accountable.

Top up social grants for educational results, providing additional social grant money to families for students who achieve a 70 per cent pass in any year and for matriculation.

Set 50 per cent as the minimum pass mark for matric. "None of us will fly in an airplane if the pilot has only 30 per cent of the required skills."

Provide better technology in schools. "Why can countries such as Uganda, Nigeria and Ghana use tablets freely in their schools?"." (Engelbrecht)

Improving education in South Africa has gained a lot of attention, as various groups try to find ways to make it better. During an important meeting called the Basic Education Sector Lekgotla, aimed at enhancing the country's education system, there was a strong sense of purpose. The meeting's theme was "Equipping Learners with Knowledge and Skills for a Changing World." It allowed Provincial Education Departments and Teacher Unions to present the challenges they face, gaps, and potential solutions. Recommendations from the forum included fostering partnerships between government, NGOs, and stakeholders to improve reading/literacy, aligning curriculum with industry/business needs, increasing focus schools for critical skills, integrating arts into STEM subjects, prioritizing inclusive education, and developing an African context for knowledge sharing. Basic Education Minister Angie Motshekga expressed optimism about the recommendations improving the education system. She stated the recommendations will be developed into implementation plans, and provinces will convene their own meetings to make school-specific recommendations to ensure it's not just high-level talks but gets implemented at the school level (SAGNA)

To put it simply, Policy makers and reform designers must prioritize:

Improved Access to Resources

Enhanced Teacher Training

Curriculum Reform

Investment in Technology

Public-Private Partnerships

Addressing Socio-Economic Barriers

Decentralized Decision-Making

Quality Assurance Mechanisms

Parent and Community Involvement

Early Childhood Development

2.8. Conclusion

"Education is a human right with immense power to transform. On its foundation rests the cornerstones of freedom, democracy and sustainable human development." - Kofi Annan

This profound statement by the African leader Kofi Annan encapsulates the transformative potential of education, a pursuit that has been deeply intertwined with South Africa's tumultuous history. As this research has demonstrated, the trajectory of South Africa's education system has been profoundly influenced by its past, bearing the marks of colonialism, apartheid, and the ongoing struggle for equity.

"The past is prologue." The findings show how the legacy of apartheid's segregationist policies and the systematic marginalization of certain racial groups have cast a long shadow over educational outcomes. Despite the post-apartheid government's efforts to reform and restructure the education field, persistent challenges and continuities from the past continue to impede progress. Socioeconomic disparities, inadequate infrastructure, and lingering inequalities in access to quality education remain serious obstacles, particularly in rural and underprivileged communities.

However, the research also highlights South Africa's determination to forge a more

inclusive and equitable educational landscape. The adoption of progressive language policies, the integration of technology in classrooms, and the exploration of pedagogical approaches that embrace indigenous knowledge systems reflect a concerted effort to dismantle the remnants of a divisive past and cultivate a future rooted in empowerment and cultural affirmation.

As Nelson Mandela stated, "Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farm workers can become the president of a great nation." This sentiment resonates profoundly in the South African context, where education carries the transformative power to break down historical obstacles and unleash the limitless potential within every child, regardless of their background.

The path forward is one of continuous transformation, where policy interventions, community engagement, and a unwavering commitment to educational excellence converge to create a system that empowers future generations. By acknowledging and learning from the past, South Africa's education sector can truly become a catalyst for social mobility, economic prosperity, and a more equitable society.

In conclusion, this research affirms the hypothesis that the history of South Africa has indeed profoundly shaped its current education system, both in terms of the challenges it faces and the opportunities it presents. As the nation continues to address the lasting effects of its troubled past, it must remain firm in its pursuit of an education system that is inclusive, innovative, and deeply rooted in the principles of justice and human dignity – a system that not only imparts knowledge but also cultivates the values of tolerance, empathy, and a shared commitment to building a better future for all.

General conclusion

The evolution of South Africa's educational system has been deeply shaped by a variety of historical elements, including the effects of colonial rule, apartheid regulations, and reforms following apartheid. The hypotheses proposed in the document appear to be corroborated by the existing evidence and literature review.

Firstly, it is evident that past events have greatly shaped South Africa's current educational environment. Long-lasting effects of colonialism and apartheid include unequal access to high-quality education, inadequate infrastructure, and discriminatory language regulations. These events have continued to widen educational disparities between Black Africans and the colonial population who had priviledges in other people's land. The Italian poet Francesco Berni once said: ""Who steals a bugle-horn, a ring, a steed, or such like worthless thing, has some discretion; 'Tis petty larceny: not such his deed Who robs us of our fame, our best possession." Berni argues that the worst crime is not to take a material object but it is robbing people of their "fame " honor, rights and freedom. It is the case in South Africa providing inferior, segregated schooling and less opportunities to black South Africans, while keeping high- quality education only for white for whites is the worst crime. Depriving an entire race of students access to high-quality education is more oppressive than material theft. It robs them of their birthright to become fully mature and successful human beings capable of making their greatest positive contributions to South Africa

Secondly, the research highlights many obstacles in the present South African educational system, such as unequal access to quality education between urban and rural regions and races, the enduring effects of apartheid regulations, and the role of socioeconomic factors in educational outcomes. Moreover, the dissertation affirms the hypothesis that historical factors played an enormously big role in changing and shaping education in South Africa. It is also evident that socioeconomic variables, language

regulations, and technology have a significant influence on curriculum, teaching strategies, access, and academic results in South African education.

In conclusion, it requires no further substantiation to prove the relationship between historical influences, socioeconomic circumstances, and educational outcomes in South

Africa. Facing these challenges demands a unified effort from policymakers, educators, and the whole SA community, with an emphasis on redressing historical inequalities, fostering inclusive policies, and investing in the educational sector to establish a fair and efficient system for all students regardless to their race, religion and language.

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