**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 987 - C**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 05/05/2017**

**INTERNAL QUESTION PAPER: 15/2017**

**987. Mr P van Dalen (DA) to ask the Minister of Basic Education:**

(1) With reference to her reply to question 489 on 31 March 2017, on what basis were the countries of (a) India, (b) Rwanda, (c) Zimbabwe, (d) Nigeria, (e) China, (f) Tanzania, (g) Russia and (h) Brazil chosen for the purposes of international comparative research on History as a compulsory subject;

(2) what are the details of the international research on History as a compulsory subject that was presented at the History Round Table on 4 December 2015;

(3) which stakeholders will be invited to the planned consultative meetings on History as a compulsory subject to be held in each province? NW1115E

Response:

1. (a) India was included to widen the scope of international research in Asia,

(b) Rwanda was included to widen the scope of international research in Africa,

(c) Zimbabwe was included to widen the scope of international research in Africa,

(d) Nigeria was included to widen the scope of international research in Africa,

(e) China was included to widen the scope of international research in Asia and as part of BRICS as suggested by stakeholders during the Round Table discussion of December 2015,

(f) Tanzania was included to widen the scope of international research in Africa,

(g) Russia was included to widen the scope of international research in Asia and as part of BRICS as suggested by stakeholders during the Round Table discussion of December 2015, and

(h) Brazil was included to widen the scope of international research in Latin America and as part of BRICS as suggested by stakeholders during the Round Table discussion of December 2015.

1. International research shared at the History Round Table indicated that the majority of African countries teach history as a compulsory subject only in primary and lower secondary schools. In European countries History is mostly compulsory up to Grade 9 and a popular elective offered as part of various streams. It was also indicated that the subject is packaged differently in both African and European countries. In some countries, it forms part of a subject or learning area called Social Sciences or Social Studies, or People and Society or Social, Political and Environmental education; while in other countries it is offered as a stand-alone subject. The curriculum content thereof, in most of these countries focuses on the historical, social, geographic, economic and political changes that have shaped these societies within the broader global environment.
2. It is envisaged that various stakeholders would be invited to form part of these consultative meetings such as representatives of Teacher Unions, School Governing Bodies, principal associations, Higher Education Institutions, heritage institutions, members of civil society, History associations, curriculum advisors, etc.