**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 2975**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 14/08/2015**

**INTERNAL QUESTION PAPER: 30/2015**

**2975. Ms A T Lovemore (DA) to ask the Minister of Basic Education:**

(1) (a) In respect of each (i) province and (ii) district, (aa) how many and (bb) what percentage of Grade 10 learners in public ordinary schools are targeted to study mathematics in the (aaa) 2015, (bbb) 2016, (ccc) 2020 and (ddd) 2030 academic years and (b) what are the relevant details of her plans to achieve her targets of mathematics uptake for the Further Education and Training (FET) phase;

(2) in respect of each province, (a) how many FET phase mathematics teachers will be required in public ordinary schools for the specified academic years, (b) how many FET phase teachers are currently employed in public ordinary schools teaching FET phase mathematics and (c) what are the relevant details of her plans to achieve her targets for FET phase mathematics teachers? NW3480E

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**Response:**

(1)(a)(i)(ii)(aa)(bb)(aaa)(bbb)(ccc)(ddd) 50% of learners in Grade 10 in 2015 are expected to offer Mathematics while 60% of learners in 2016 is expected to offer Mathematics in Grade 10 in 2016. For these two cohorts, their targets were calculated based on the actual number of learners in Grades 9 and Grade 8 for 2015 and 2016 respectively. The same formula was used on actual figures for Grade 4 learners released in 2014, to set the target for 2020. 4% of learners was added to the 2020 target to establish the target for 2030. The data released by the Education Management Information Systems (EMIS) for 2014 learners’ enrolments was used to formulate the targets.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Province | Actual No learners in Grade 9 in 2014 | Actual No learners in Grade 8 in 2014 | Actual No learners in Grade 4 in 2014 | Target for Grade 10 learners for 2015 | Target for Grade 10 learners for 2016 | Target for Grade 10 learners for 2020 | Target for Grade 10 learners for 2030 |
| EC | 137744 | 133581 | 157243 | 68872 | 80149 | 86484 | 89943 |
| FS | 65456 | 47326 | 57458 | 32728 | 28396 | 31602 | 32866 |
| GP | 153074 | 142693 | 164011 | 76537 | 85616 | 90206 | 93814 |
| KZN | 222267 | 218781 | 221758 | 111134 | 131269 | 121967 | 126846 |
| LP | 178040 | 113336 | 125977 | 89020 | 68002 | 69287 | 72059 |
| MP | 82106 | 84508 | 83712 | 41053 | 50705 | 46042 | 47884 |
| NC | 22623 | 23026 | 25360 | 11312 | 13816 | 13948 | 14506 |
| NW | 67746 | 59030 | 69413 | 33873 | 35418 | 38177 | 39704 |
| WC | 82993 | 75517 | 90587 | 41497 | 45310 | 49823 | 51816 |
|  | 1012049 | 897798 | 995519 | 506026 | 538681 | 547536 | 569438 |

(1)(b) The Department of Basic Education has a three year plan to train teachers who are offering Mathematics in Grade 10 in 2015, Grade 11 in 2016 and Grade 12 in 2017. The training is focusing on capacitating teachers on the Mathematics content as a whole. The aim is to cover all topics which are taught at a particular Grade.

This process is building teachers’ confidence in delivering quality content to the learners. Teachers are more encouraged to solve more problems on their own. New skills and techniques to solve mathematical problems are dealt with.

Follow up in-house support is also given by subject advisors and trainers themselves, to see if the skills sets acquired during the training are being utilised.

(2)(a)(b) As was indicated previously, the Department is currently engaged in a project to profile the qualifications of all teachers including what they are qualified to teach, and what they are actually teaching. The information is critical, not only for the determination and management of current teacher utilisation, but also for future planning for demand and supply. Once the information on the current provisioning levels has been finalised and verified, more accurate future projections that will take into account, among other factors, the current provisioning, will be made. Furthermore, this will enable the Department to determine targets for provisioning.

(2)(c)It should be noted that simplified projections on the needs can be calculated based on the number of learners and an ideal class size (currently and projected). However, such projections will be less accurate, given the other factors such as teaching across phases and grades and actual class size that affect the actual provisioning of teachers.