

Skills Development as a Gateway Towards Education for Sustainable Futures

Insights on the Three Stream Model Curriculum

Department of Basic Education

2024 March 27



Presentation Outline

- Purpose of the Presentation
- Problem Statement
- In Mitigation...
- Context of the Three Stream Model
- Aim of the Three Stream Model
- Objectives of the Three Stream Model
- The Three Stream Model Curriculum
- Articulation Framework for the Three Stream Model
- Core Pilot Activities of the TSM
 - The Vocational Stream Pilot
 - The Occupational Stream Pilot
 - General Education Certificate (GEC)
- Strategic Integration of Three DBE Flagship Programmes
- Contribution of the TSM to Skills Development Initiatives
- Conclusion
- Recommendation

Purpose of the Presentation

To share information at the Education Conversations Dialogue on insight on the

'Three Stream Model' Curriculum

as a priority programme of the Department of Basic Education towards the enhancement of Skills Development in South Africa.

Problem Statement

- South Africa has a relatively young population – about 62% - which, however, has the highest youth unemployment rates , with about 59,4% of individuals between 15 to 24 years reported as unemployed during the fourth quarter of 2023;
- Challenges in both the demand and supply side of the labour market resulting from slow and sluggish economic growth over the past two decades leading to insufficient creation of opportunities for young people;
- Regulatory barriers and limited access to finance make it difficult for young entrepreneurs to start and sustain businesses.
- Growing number of young people in the NEET and the mismatch between the skills required by the labour market and those provided by the education system;
- The current academic/theoretical focus of learning in our education system does not adequately cater to the labour market;

Misconception that all successful learning leads to university education, resulting in the high failure and drop-out rates for learners who do not display interest, aptitude and ability for this dominant general/academic 'stream'.

In Mitigation...

- Realising that for the longest time the basic education sector did not cater to different learning pathways that would open up options for learner to choose different learning pathways that would articulate to different future career pathways and the world of work.
- It was only when the National Development Plan (NDP) was published in 2012 that the focus shifted towards vocational and occupational education;
- Following the NDP, the Department of Higher Education and Training (DHET)'s White Paper on Post-School Education and Training (PSET) set ambitious targets for technical and vocational education and training (TVET) enrolments;
- In the same vein, the Department of Basic Education (DBE)'s developed a concept paper in 2018 that led to its Refocusing and Strengthening Basic Education in South Africa: *Towards a Three Stream Model*;

Context of the Three Stream Model

- The Three Stream Model (TSM) is a concept developed by the DBE;
- It refers to **multiple learning pathways for schooling** within the **academic, vocational, and occupational** streams for the National Senior Certificate (NSC) in the South African schooling sub-system;
- It was devised to mitigate the limitations of the prevailing **schooling curriculum that is predominantly focused on academic/theoretical learning**;
- Schooling needs to **respond to the unemployment crisis** that the country is facing, especially **among the youth**;
- A **Concept Paper on the TSM** was developed in 2018 and finalised in November 2020;
- An **Implementation Master Plan (IMP)** of the TSM was developed to set out a process over a **three-year horizon** to implement the TSM in the schooling sub-system through a consultative process;
- This led to a **Business Plan**, which was subsequently submitted to the European Union (EU) through the National Treasury (NT) to source financial support to **conduct further pilot studies on the TSM**.

Aim of the Three Stream Model

- The TSM provides learners with **multiple, equivalent learning pathways** to fulfil their potential and contribute meaningfully to society;
- The idea of multiple learning pathways **enables greater learner choices** in pursuance of the NSC, which is registered on the National Qualifications Framework (NQF);
- The TSM aims to refocus and strengthen basic education as part of developing a **single, integrated education and training education system**, as outlined in the National Education Act (1996);
- It is further envisaged that the implementation of the TSM curriculum will **retain learners in the education system** and provide them with **skills to respond to the economic needs** of a middle to low-income country such as South Africa;
- The DBE's response to the prescripts of the NDP is aligned to the **Sustainable Development Goal 4**, which is to *"ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all."*

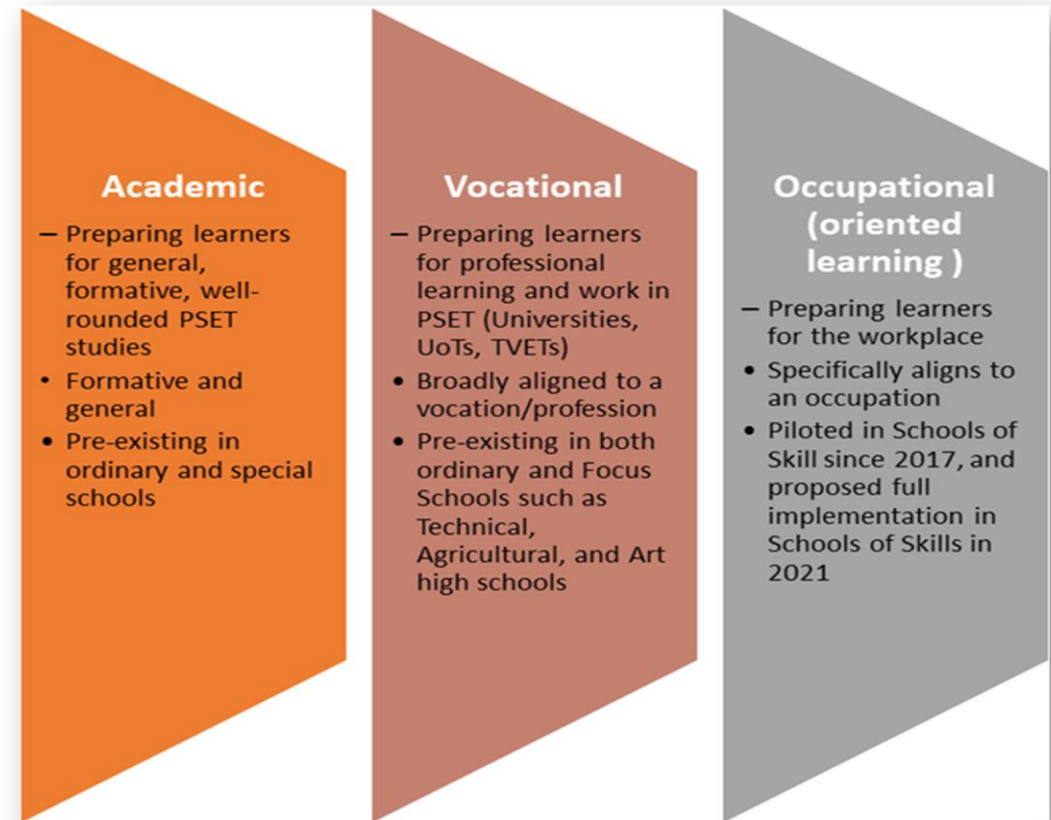
Objectives of the Three Stream Model

- To make the schooling curriculum responsive to the social, economic, and labour market needs of the country;
- To improve schooling outcomes by ensuring that the curriculum responds to the interests, aptitudes, and abilities of learners;
- To create articulation within basic education, and with the PSET sector for learners exiting the schooling sub-system;
- To provide teacher development and support to the existing cohort of teachers to offer TSM subjects;
- To introduce Vocationally oriented subjects at Grades 8 and 9 in the General Education and Training (GET) Phase and Occupational subjects at Grades 10, 11 and 12 in the Further Education and Training (FET) Phase;
- To support the uptake and delivery of Occupationally oriented subjects at Levels 1 to 4 (the equivalent of Grades 8 and 9 in public ordinary schools [POS]) in the Schools of Skill (SoS) customised to learners with special educational needs;
- To ensure that the DBE and Provincial Education Departments (PEDs) are resourced to implement the TSM;
- To establish an assessment framework for the GET Phase of schooling (leading to the introducing of the General Education Certificate [GEC]).

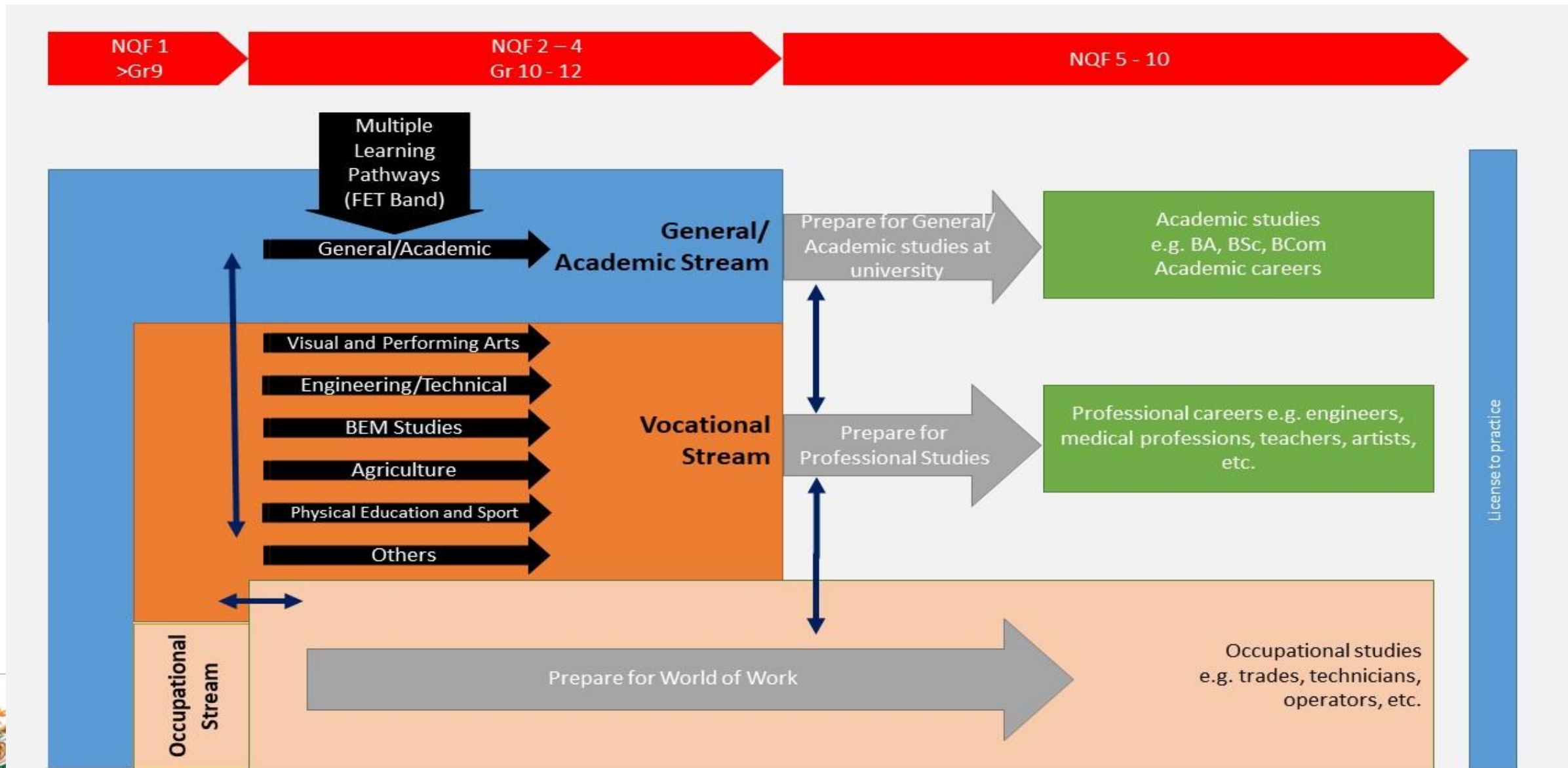
The Three Stream Model Curriculum

The introduction of the TSM is intended to **diversify the school curriculum** by offering learners **greater choices** in the selection of learning pathways within the **academic, vocational, and occupational** schooling streams to **achieve successful education outcomes** based on the **learners' interests, aptitudes and abilities**.

The intended **split is 40% : 60%** on the academic versus vocational and occupation offerings.

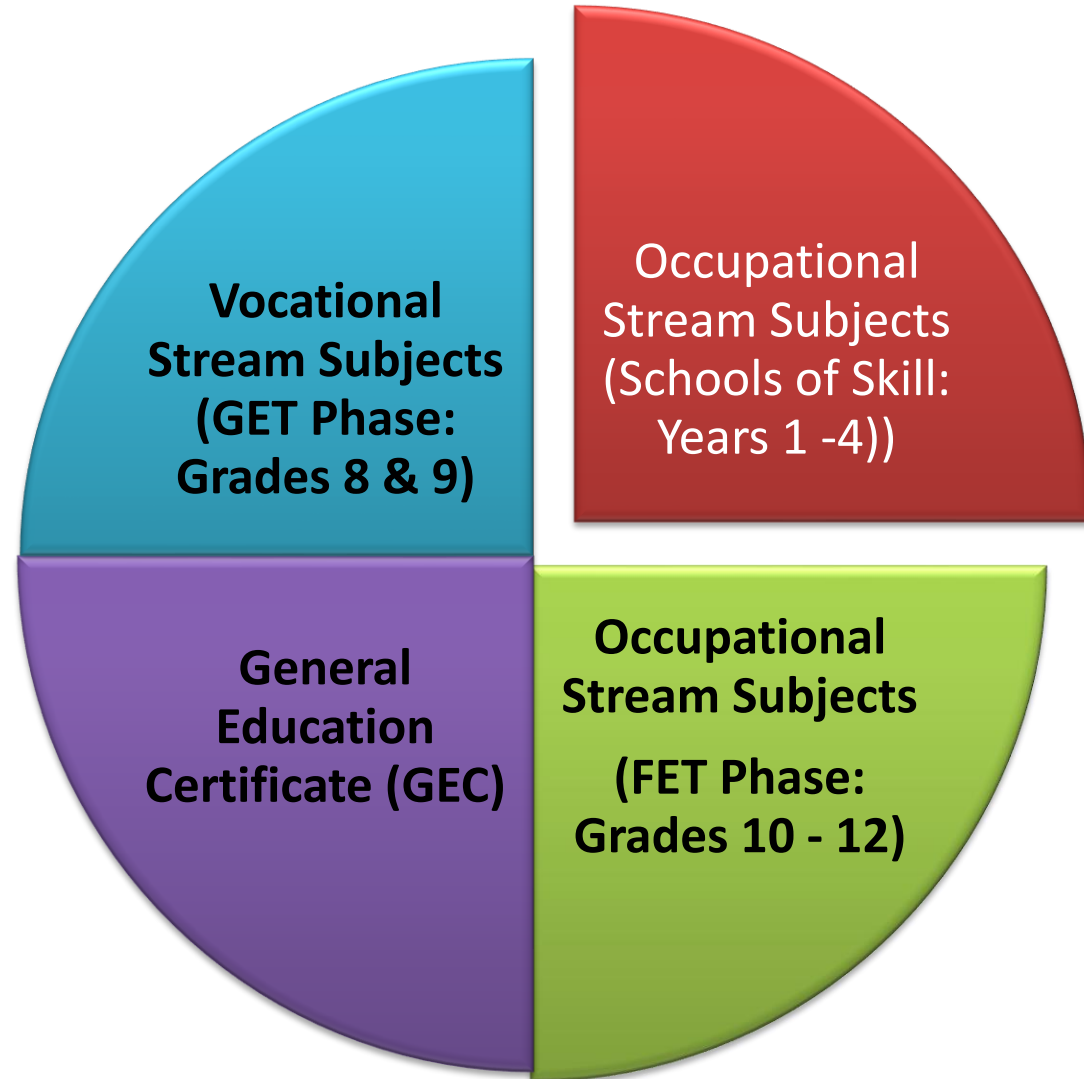
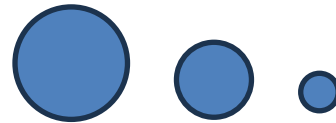


Articulation Framework for the Three Stream Model



Core Pilot Activities of the TSM

The **Implementation Master Plan** for the **Three Stream Model** responds to the following key objectives of the DBE programme



Vocational Stream Subjects at Grades 8 & 9

Subject		Learner Book		Teacher Guide	
		Grade 8	Grade 9	Grade 8	Grade 9
1	Agricultural Studies	✓	✓	✓	✓
2	Art and Design	✓	✓	✓	✓
3	Digital Technology	✓	✓	✓	✓
4	Early Childhood Development	✓	✓	✓	✓
5	Mechanical Technology	✓	✓	✓	✓
6	Electrical Technology				
	Digital, Electronics and Electrical	✓	✓	✓	✓
7	Civil Technology				
	<ul style="list-style-type: none"> • Bricklaying and Plastering • Plumbing • Woodworking 	✓	✓	✓	✓
8	Hairdressing, Beauty and Nail Technology	✓	✓	✓	✓
9	Ancillary Health Care Studies	✓	✓	✓	✓
10	Service: Maintenance and Upholstery	✓	✓	✓	✓
11	Consumer Studies	✓	✓	✓	✓
12	Hospitality Studies	✓	✓	✓	✓
13	Wholesale and Retail Studies	✓	✓	✓	✓



Occupational Stream Subjects in the Schools of Skill

Subject	Year 1	Year 2	Year 3	Year 4
	LTSM Set	LTSM Set	LTSM Set	LTSM Set
1 Agricultural Studies	✓	✓	✓	✓
2 Office Admin	✓	✓	✗	✗
3 Early Childhood Development	✓	✓	✓	✓
4 Mechanical Technology: Motor Mechanics	✓	✓	✓	✓
5 Mechanical Technology: Body Works	✓	✓	✓	✓
6 Mechanical Technology: Welding	✓	✓	✓	✓
7 Mechanical Technology: sheet metal work	✓	✓	✓	✓
8 Electrical Technology: Electrical	✓	✓	✓	✓
9 Civil Technology: Woodworking and Timber	✓	✓	✓	✓
10 Civil Technology: Plumbing	✓	✓	✓	✓
11 Civil Technology: Brick Laying and Plastering	✓	✓	✓	✓
12 Personal Care: Hairdressing	✓	✓	✓	✓
13 Personal Care: Beauty and Nail Technology	✓	✓	✓	✓

Subject	Year 1 LTSM Set	Year 2 LTSM Set	Year 3 LTSM Set	Year 4 LTSM Set
	14 Personal Care: Ancillary Health Care Studies	✓	✗	✗
15 Consumer Studies: Food Production	✓	✓	✓	✓
16 Consumer Studies: Needlework Production	✓	✓	✓	✓
17 Hospitality Studies	✓	✓	✓	✓
18 Service Technology: Upholstery	✓	✓	✓	✓
19 Service Technology: Maintenance	✓	✓	✓	✓
20 Life Skills: Creative Arts	✓	✓	✓	✓
21 Wholesale and Retail Studies	✓	✓	✓	✓
22 Life Skills: Natural Sciences	✓	✓	✓	✓
23 Life Skills: Personal and Social Wellbeing	✓	✓	✓	✓
24 Life Skills: Physical Education	✓	✓	✓	✓
25 Mathematics	✓	✓	✓	✓
26 English Home Language	✓	✓	✓	✓

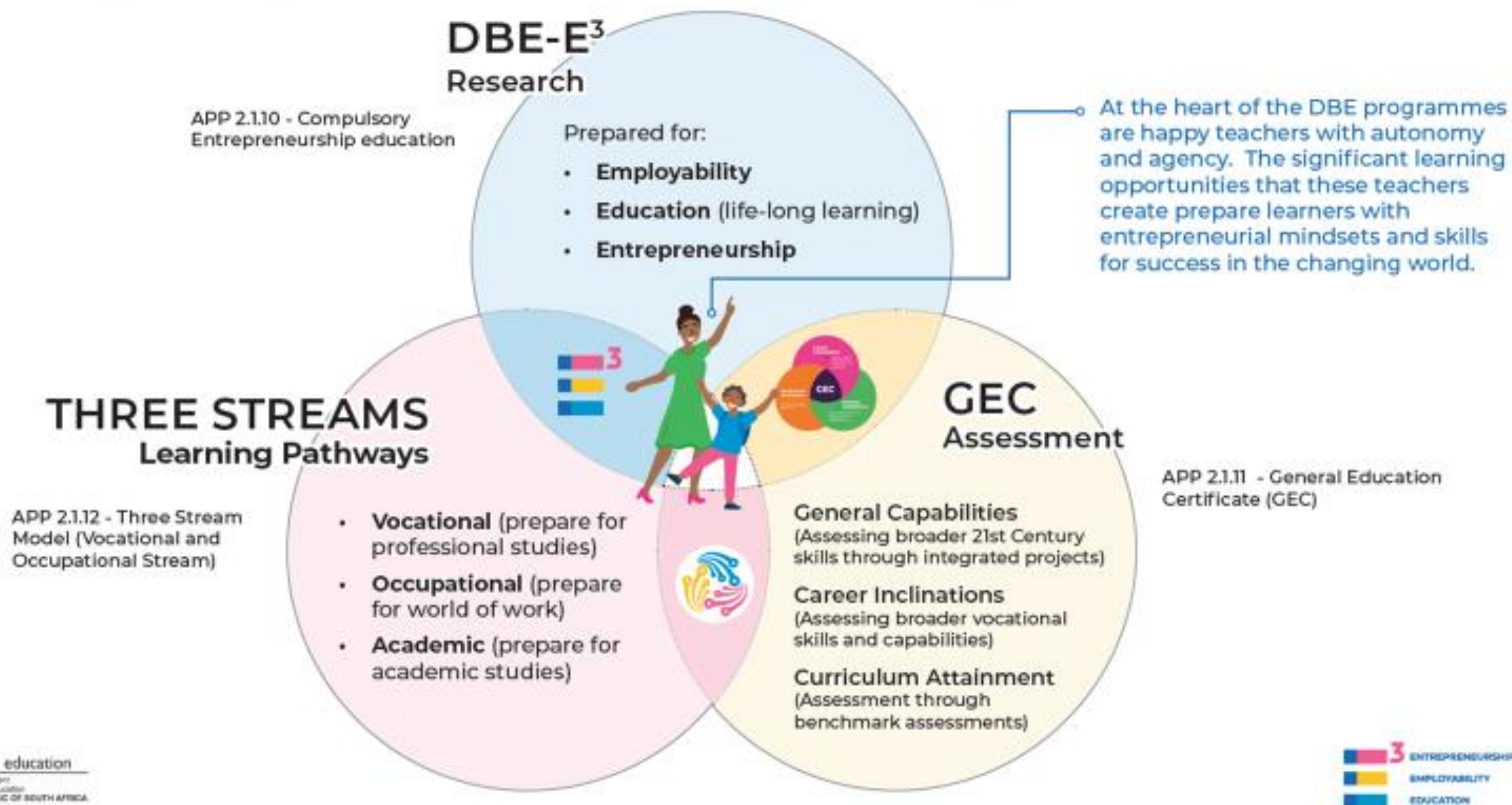
General Education Certificate (GEC)

The GEC intent is to: -

- Recognise the holistic knowledge, skills, and value sets acquired by learners over their basic schooling period, as infused from the newly developed South African Competency Framework;
- Set appropriate curriculum standards to be achieved at the end of Grade 9;
- Enable learners to access further education linked to the TSM;
- Integrate and facilitate the assessment of 21st Century skills (including critical thinking, creative thinking, collaboration, and communication);
- Award learners a report card/certificate that reflects the skills, talents and competencies that will be inclusive to all learners and assist them transition from school to work or further education.

14

Strategic Integration of three of the flagship programmes of the DBE



Contribution of the TSM to Skills Development Initiatives

- The vocational and occupational streams emphasise practical skills development. Learners can acquire hands-on skills relevant to various industries;
- This focus on skills equips learners with competencies needed for the changing nature of work, including those driven by global trends and technological advancements such as the Fourth Industrial Revolution (4IR), coding, robotics, digital learning, Artificial Intelligence (AI) etc.
- The TSM curriculum aligns with national policy imperatives, including the NDP;
- The model contributes to the broader vision of sustainable development and a skilled workforce;
- The TSM represents an investment in South Africa's future. In diversifying education and emphasising on skills development, it has the potential to create adaptable, versatile, well prepared and equipped generations of learners, who will appropriately respond to the country's clarion call for an able and skilled workforce towards a dynamic and responsive economy.

Conclusion

- Until the recent introduction of the TSM by the DBE in the South African schooling sector, there were few opportunities for young people under the age of 18 years to pursue vocational and occupational education based on their aptitudes and interests within the basic education sub-system.
- The TSM responds to labour market needs by equipping learners with much-needed skills. As the name suggests, the TSM gives learners a choice between the academic, vocational, or occupational 'streams.' These multiple pathways enable learners to select a path that suits their talents and prepares them for the world of work.
- It is envisaged that the learners in the vocational and occupational streams will articulate seamlessly into the PSET sub-system, which includes the world of work. This will reduce the inefficiencies inherent in the current education system.
- the TSM creates different paths for learners within the educational system, to make informed choices about their careers based on their abilities, affinities and talents.
- It is a significant reform that moves away from channelling learners into the historically prevalent academic stream.
- In its quest to tone down the on the 'exaggerated' uptake in the academic stream, and for the diversification of learning pathways in the basic education, the DBE has made remarkable progress in a relatively short period of time by introducing the two new learning streams, which align well with the demand for labour placement from sectors growing fast or creating opportunities for self-employment through small, medium and macro enterprises (SMMEs).
- Implementation of the TSM has the potential to create a differentiated schooling – if not education - system through multiple learning pathways that will improve the performance and responsiveness of education in building an inclusive society, providing equal opportunities, and helping learners to realise their full potential, especially those previously disadvantaged - Black people, women, and people with disabilities.
- This aligns well with the ideal of an educational reform programme that, in a sense, creates a *'more inclusive, equitable and quality education and employment prospects for South African youth'*.

Recommendation

It is recommended that this Education Conversations gathering notes the presentation and discusses its content from a perspective of its potential to contribute to skills development and sustainable future education.

Every child is a National Asset

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callcentre: 0800 202 933



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