

# Education Public Schools in South Africa Independent Schools

## Home Education

Education in South Africa takes place at Public Schools,  
Independent Schools or through Home Education.



### basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



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### website

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# Home Education



## 1. What is home education?

Home education is a purposeful programme of education for a learner, alternative to school attendance, which—

- ✎ is provided under the direction and supervision of the learner's parent primarily in the environment of the learner's home;
- ✎ may include tutorial or other educational support, if necessary, secured by the parent on specific areas of the curriculum followed by the learner; and
- ✎ meets the requirements for registration of a learner for home education contemplated in section 51 of the South African Schools Act (SASA).



## 2. What is the legislative provision for Home Education in South Africa?

This booklet should be read in line with the legislative provisions given below:-




- ✎ Constitution of the Republic of South Africa, 1996
- ✎ Children's Act, 2005 (Act No 38 of 2005)
- ✎ South African Schools Act, 1996 (Act No 84 of 1996)





### 3. **How to register for home education?**

A parent or legal guardian of a learner of compulsory school-going age who chooses to have her or his child educated at home must submit a written application and necessary documentation to the Head of Department, for the following phases :-

-  Foundation Phase (grades 1-3);
-  Intermediate Phase (grades 4-6); and
-  Senior Phase (grades 7-9).

On line application can be done on the departmental website [www.education.gov.za](http://www.education.gov.za) by September of the year proceeding the year in which home education is to commence. The Head of Department may allow a deviation from the above if the parent can provide reasonable reasons for the delay in registering the learner for home education. Parents who cannot access internet should contact the Provincial Education Department and request for application forms. The lists of Provincial Home Education Officials are provided in the last page of this booklet.

Upon approval of the application, the Head of Department will enter the details of the learner on the home education register. The parent will receive a registration certificate for the learner, reflecting the phase applied for, the period of registration and the learner registration number.

After completion of each phase and proof that the minimum requirements for the subjects registered and pass requirements for grades have been met, the parent(s) must apply for registration for the next phase.

#### 4. What type of a curriculum should a parent choose?

The parent may choose to offer any curriculum that meets the minimum outcomes and assessment standards prescribed in the National Curriculum Statement.

A parent should organise teaching, learning and assessment in a manner that a learner is able to achieve the minimum outcomes and assessment standards at least comparable to the relevant national curriculum outcomes as determined by the Minister of Basic Education.

The Minister of Basic Education provides the National Curriculum Statement (NCS) at no cost.

## 5. What are the principles of the National Curriculum Statement Grades R-12?



**Social transformation:** ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;



**Active and critical learning:** encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;



**High knowledge and high skills:** the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;



**Progression:** content and context of each grade shows progression from simple to complex;



**Human rights, inclusivity, environmental and social justice:** infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.



The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;



**Valuing indigenous knowledge systems:** acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and



**Credibility, quality and efficiency:** providing an education that is comparable in quality, breadth and depth to those of other countries.

## 6.

### **What are the aims of the National Curriculum Statement Grades R-12?**

The aims of the National Curriculum Statement Grades R-12 are to produce learners that are able to:-



identify and solve problems and make decisions using critical and creative thinking;



work effectively as individuals and with others as members of a team;



organise and manage themselves and their activities responsibly and effectively;



**Valuing indigenous knowledge systems:** acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and



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work effectively as individuals and with others as members of a team;



organise and manage themselves and their activities responsibly and effectively;





collect, analyse, organise and critically evaluate information;



communicate effectively using visual, symbolic and/or language skills in various modes;



use science and technology effectively and critically showing responsibility towards the environment and the health of others; and



demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. The curriculum promotes knowledge in local contexts, while being sensitive to global imperatives

## 7. What are the minimum subjects to register for a phase?







Your program shall include, but is not limited to the following subjects per phase as examples from the National Curriculum Statement:-

Foundation Phase		Intermediate Phase		Senior Phase	
Home Language		Home Language		Home Language	
First Additional Language		First Additional Language		First Additional Language	
Mathematics		Mathematics		Mathematics	
Life Skills		Life Skills		Natural Science	
		Natural Sciences and Technology		Economic management Science	
		Social Sciences		Social Sciences	
		Creative Arts		Technology	
		Physical Education		Creative Arts	
				Life Orientation	





## 8. What are the promotion and retention requirements?

A parent may set her or his own promotion and retention requirements provided that these are equal to or exceed the standard or requirements set according to the National Curriculum Statement promotion criteria

## 9. What is the role of the parent in record keeping?

-  Keep the portfolio of evidence;
-  Keep samples of writing, worksheets, workbooks and creative materials used or produced by the learner;
-  Maintain up to date records of continuous assessment and progression of the learner;
-  Keep all relevant assessment results for a period of three years for monitoring by the Head of Department.

## 10. What is the role of the parent in assessment?

-  Implement the Assessment Policy and Guidelines of the curriculum of her/his choice to ensure that the learner meets the specific levels of performance in each grade.
-  Use services of a competent assessor to assess the progress of a learner at the end of grades 3, 6 and 9, and submit a report to the Head of Department.
-  Monitor the progress of the learner between Grades 1 to 9 and keep records which should be available on request.
-  Ensure validity and reliability of each and every assessment task or examination through necessary control measures including invigilation.

## 11. How should the Department of Basic Education ensure that home education programme is implemented as expected?



The Provincial Education Department shall as far as it is practicable, monitor the implementation of the Policy on Home Education.



The Provincial Education Department may request for, and the parent is required to provide, access to any records used for home education of the learner.

## 12. Learners experiencing barriers to learning



Education White Paper 6, Special Education Needs: Building an Inclusive Education System(2001) provides for an education system that promotes the full participation and inclusion of children who experience barriers to learning whether it be economic, social, language, class, behaviour or other barriers.



The Policy on Screening, Identification, Assessment and Support (SIAS), 2014 should be used as a tool for early intervention to help practitioners assess learners' needs at an early stage; work with families, alongside of other practitioners and service providers, to meet those needs. It should be used to manage and support teaching and learning processes for learners who



experience barriers to learning within the framework of the National Curriculum Statement Grades R – 12.

**13. What should a parent do if he or she wants to withdraw the learner from home education?**



If a parent wishes to withdraw a learner of compulsory school going age from a home education programme, such a parent must inform the Head of Department of such withdrawal, submit proof that the child will be receiving education and request the Head of Department to terminate the learner's registration for education at home.

**14. How should a school determine and place a previously home educated learner?**



A school that enrolls or admits a previously home educated learner shall use its admission policy in order to determine and make a placement decision.

**15. What happens after Grade 9?**



A parent of a learner who wishes to continue with home education after Grade 9 is not required to register for Home Education.

## 16. Who are your home education co-ordinators

Offices	Coordinator	Tel	Email	Address
National	Ms EM Chaane Ms LZ Brown	012 357 4105/4106	Chaane.m@dbe.gov.za brown.l@dbe.gov.za	222 Struben Street Pretoria 0001
Eastern Cape	Ms M N Ndzunga	040608 4186	Nomfundo.ndzunga@ecdoe.gov.za	Sieve Tshwele Building Zone 6 Zwellisha 5605
Free State	Ms MJ Ntsala	0514470038/ 0037	MJ.Ntsala@seducation.gov.za	152 Andrews Street Room 526 Trustfontein Building Bloemfontein 9300

Offices	Coordinator	Tel	Email	Address
Gauteng	Ms C Moshwane	010 600 6202	Carol.moshwane@gauteng.gov.za	Corner 17 Simmonds & Main Street Johannesburg 2000
Kwa-Zulu Natal	Ms D Motloli	0333466111/115	dineo.motloli@kzndoe.gov.za	194 Langalibalele Street Absa Building, Office- 808 Pietermaritzburg 3201
Limpopo	Ms M Baloyi	0152909419	BaloyiME@limpopo.edu.gov.za	Corner 113 Biccard & 24 Excoisor Street Polokwane 0700

Offices	Coordinator	Tel	Email	Address
Mpumalanga	Dr. M. Pieterse	0137655875	M.Pieterse@education.mpu.gov.za	Building No 5 Government Boulevard Riverside Park Nelspruit 1200
Northern Cape	Mr. K. Mkhom	053 839 6356	uzondwa@gmail.com	156 Barkly Road Homestead Kimberley 8306
North West	Ms P. Pule	0183898204	Ppule@nmpg.gov.za	Block C Old Mmabatho High School Hostel 1305 Albert Lutuli Drive Mmabatho 2735

Offices	Coordinator	Tel	Email	Address
Western Cape	Mr. D. Louw	0214672653	Deon.louw@westerncape.gov.za	18 <sup>th</sup> Floor Golden Acre Building Adelrey Street Cape Town 8000

## Notes

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