

NATIONAL ASSEMBLY

FOR WRITTEN REPLY

QUESTION 1197

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(INTERNAL QUESTION PAPER: 17/2013)

MrsA T Lovemore (DA) to ask the Minister of Basic Education:

- (1) What number of teachers employed in public ordinary schools in each province are within the age groups (a) 20 to 29, (b) 30 to 39, (c) 40 to 49, (d) 50 to 55, (e) 56 to 60, (f) 61 to 65 and (g) over 65;
- (2) whether her department has compiled long-term projections for each province of the (a) demand and (b) supply of such teachers in each (i) grade and (ii) subject; if not, why not, in each case; if so, in each case, what are the relevant details of these projections for each province in each grade and subject;
- (3) whether her department has any definite plans to (a) attract and (b) retain teachers to ensure that the supply of teachers ultimately meets the demand; if not, why not; if so, what are the relevant details? NW1443E

REPLY

- (1) **What number of teachers employed in public ordinary schools in each province are within the age groups (a) 20 to 29, (b) 30 to 39, (c) 40 to 49, (d) 50 to 55, (e) 56 to 60, (f) 61 to 65 and (g) over 65?**

Age profile of school-based educators

Province	Age Range							Grand Total
	10-19YRS	20-29YRS	30-39YRS	40-49YRS	50-59YRS	60-69YRS	70-99YRS	
EASTERN CAPE	0	1127	8587	29389	17441	1726	0	58270
FREE STATE	5	2194	3961	10772	7747	666	5	25350
GAUTENG	4	4819	10123	25913	16528	2169	0	59556
KWAZULU/NATAL	6	9547	20973	38795	20731	1701	1	91754
MPUMALANGA	0	1688	4141	16789	9098	653	0	32369
NORTH WEST	0	922	3072	12194	7808	733	0	24729
NORTHERN CAPE	1	366	1149	3490	2347	303	1	7657
WESTERN CAPE	0	2342	3460	11783	9358	1302	0	28245
Grand Total	16	23005	55466	149125	91058	9253	7	327930

Source : PERSAL 2 May 2013

- (2) Whether her department has compiled long-term projections for each province of the (a) demand and (b) supply of such teachers in each (i) grade and (ii) subject; if not, why not, in each case; if so, in each case, what are the relevant details of these projections for each province in each grade and subject?**

(a) and (b)

The DBE has developed a National Education Human Resources Planning Framework (Framework) which provides a national strategic human resource planning framework from which detailed human resource plans could be developed by education departments. It has a time period of five years. It begins to identify key strategic themes around human resource capacity in education; key strategic objectives that need to be pursued under each theme, key activities to be performed at various levels to achieve these objectives; and outputs expected. It further clearly identifies priority areas of implementation. The document contextualizes these proposals through rapid appraisal and analysis of human resources capacity in the South African education system. It further highlights the status of education human resource policy and planning in the country, as well as the major challenges faced in education human resources provisioning and planning.

(i) and (ii)

The purpose of the Framework is to guide the development and management of policy for the provisioning, utilisation and employment conditions of teachers and support staff. It aims to guide efforts to provide the right quality and quantity of teachers and support staff, with the right qualifications and competencies, in the right positions, at the right time.

The objective of this Framework is to enable the education departments to meet the teacher and support staff human resource (HR) needs resulting from their strategic plans. Human resource planning is essential in order to ensure that an organisation's human resources are capable of meeting its operational objectives. Human resources planning ensure that the education departments:

- Obtain the quantity and quality of staff it requires;
- Make the optimum use of their human resources;
- Are able to anticipate and manage surpluses and shortages of staff; and
- Develops multi-skilled, representative and flexible workforce that is able to adapt rapidly to a changing operational environment.

(3) Whether her department has any definite plans to (a) attract and (b) retain teachers to ensure that the supply of teachers ultimately meets the demand; if not, why not; if so, what are the relevant details?

Yes, the DBE does have plans to attract and retain teachers.

The FunzaLushaka Bursary scheme is one strategy we have in place to attract students to the teaching profession. The Occupational Specific Dispensation for teachers has improved teachers' salaries and other conditions of service. An incentive policy has been implemented to assist in attracting teachers to areas that are remote and for subjects that are scarce. Other areas such as career pathing and education management services are currently being discussed at the ELRC.

