

**NATIONAL ASSEMBLY**

**FOR WRITTEN REPLY**

**QUESTION 402**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 15/03/2013**

**(INTERNAL QUESTION PAPER: 08/2013)**

**Mr P F Smith (IFP) to ask the Minister of Basic Education:**

- (1) Whether, in light of reports of the country's human capacity shortages, especially in the fields of science, engineering and technology, she has assessed whether the current pass rates in matric mathematics and science will succeed in alleviating such human capacity shortages; if not, why not; if so, what are the relevant details;
- (2) whether she and her department have taken any steps in adding value to meeting the mathematics and science knowledge demands of the economy; if so, (a) what steps and (b) how is this endeavour reflected in the relevant outputs?  
NW436E

**REPLY:**

- (1) My department has seen an increase in the participation and pass rate of learners in mathematics, science and technology. It is hoped that these learners will pursue fields in mathematics and science in higher education and add to the human capacity shortages of the country. My department has focused its teacher recruitment campaign on attracting prospective mathematics, science and technology teachers. Through the Funza Lushaka bursary programme 413 mathematics, 229 physical science, 39 information technology, 13 electrical technology and 16 mechanical technology bursars qualified at the end of 2012 and are being placed in schools.
- (2) My department has developed a national strategy for mathematics, science and technology for GET and FET. In addition, an implementation plan for mathematics, science and technology has been developed with set targets (short, medium, long). The plan addresses four pillars namely:
  - Learners participation and success rate;

- Teacher demand, supply and development and support;
- Partnerships; and
- Provision of resources.

The purpose is to improve learning outcomes and learner performance and participation rate in mathematics, science and technology.