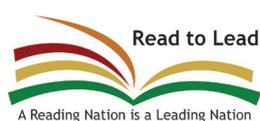


# BUSINESS PROCESS FOR ADMISSIONS



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**





## BUSINESS PROCESS FOR LEARNER ADMISSIONS

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## **1. INTRODUCTION**

Registration and admission of learners has become one of the biggest challenges in the sector. The common problem, thus far, is the fact that the English Medium schools are currently faced with the problem of absorbing all applicants in their schools and the informal settlement schools are over-populated whilst schools in the old settlements become under-populated. Demands for admission at performing schools remain a challenge in the sector.

## **2. PROBLEM STATEMENT**

Provincial Education Departments conduct learner admission programmes differently and in different periods of the year. Lack of common procedures and common time lines create a challenge as learners move from province to province due to internal migration. Metropolitan areas are more affected by such migration, leading to the merger and closure of non-viable schools in rural areas. If the situation is not handled uniformly, Provincial Education Department will remain unprepared for the placement of learners in time to ensure the completion of the admission process before the end of the year.

## **3. CURRENT CHALLENGES IN THE SECTOR**

The following are challenges facing the sector in addition to the ones described in the introduction section which necessitate the development of a common business process:

- a) Immigration to major cities (new settlements);
- b) School still charging registration fees;
- c) Inconsistent application of admission policies by schools;
- d) Un- documented foreign learners;
- e) Shortage of classrooms;
- f) Slow response in rural provinces; and
- g) Slow response by admission teams to resolve registered queries.

#### 4. RESOLUTIONS

HEDCOM of 11 April 2017 resolved that Branch P: Planning, Information and Assessment and the Interprovincial Committee on EMGD should also consider coming up with uniform timelines for learner admissions across the provinces.

HEDCOM of 15 August 2017 **supported** the recommendation to approve the National Business Process for Learner Admissions with further comments that:

- (a) efforts should be made to formulate a strategy meant to address the challenge of learners who applied for admissions to schools only at the beginning of an academic year, which particularly affected Gauteng and the Western Cape PEDs, with learners moving to the two (2) Provinces at the beginning of the year. This should be accompanied by advocacy to create awareness and thus minimise the phenomenon;
- (b) all PEDs should seriously consider implementing online admissions systems, learning from the experiences of Gauteng and the Western Cape. The DBE should lead this process by drafting a plan, with defined timeframes, which should assist in bringing uniformity in this regard across the sector; and
- (c) when the matter is presented at the Council of Education Ministers (CEM) meeting, it should be anticipated that a concern could be raised regarding efforts to regulate timelines for learner admissions in all public ordinary schools across provinces, given the reality that there were differences in provinces. PEDs such as Gauteng and Western Cape already had online admissions systems in place. The proposal should thus be presented as a guideline, as opposed to regulations. Such an approach could result in more uniformity than was envisaged, through a process of collaboration across provinces.

#### 5. AIM OF THE BUSINESS PROCESS

The Department of Basic Education in consultation with provinces has developed a Business Process for Learner Admissions in line with HEDCOM's recommendation. The aim of the Business Process for Learner Admissions is to ensure that the sector embarks on a prescribed early learner registration and admission process and reporting that is uniform but take into consideration provincial differences.

#### 6. LEGISLATIVE FRAMEWORK

Section 3(3) of the South African Schools Act, 84 of 1986 stipulates that every Member of the Executive Council must ensure that there are enough school places so that every child who lives in his or her province can attend. The Act further stipulates that all children between the ages of 7 and 15 are compelled to attend school and therefore parents and guardians should ensure that all learners of these ages are registered to go to school and that their children attend school regularly.

## **7. IMPORTANCE OF EARLY REGISTRATION**

It is the responsibility of every parent and guardian to ensure that their children are registered for the following year, well before the end of the current school year. Early admissions assist Provincial Education Departments in the determination of:

- a) Post provision;
- b) Learner teacher support materials;
- c) Learner furniture;
- d) Additional classrooms; and
- e) Ensuring that teaching and learning commence on the first day of the schooling calendar

## **8. TIME LINES FOR THE ADMISSIONS OF LEARNERS**

Recommendations for the uniform timelines for learner admissions are as follows:

- a) Advocacy for the admissions of learners should commence during the first term (February to March) of the school calendar;
- b) Registration should commence on the first day of the second term (April) of the school calendar;
- c) Registration should close at the end of August;
- d) Placement of learners should be completed by the end of September; and
- e) The placement of unplaced learners should be finalised between October and November.

## 9. ROLES AND RESPONSIBILITIES OF PROVINCIAL EDUCATION DEPARTMENTS

The following are the main activities that Provincial Education Departments are expected to perform in ensuring effective early admission of learners into schools:

- a) Review Regulation/Circular
- b) Determine admission period with a comprehensive management plan (timeframes) mapping out:
  - i. Application Period – distribution of admission forms, when parents return forms, information on documentation needed;
  - ii. Management of registration – clear criteria for waiting lists and process to rank applications using feeder schools and residential information as examples, depending on provincial Regulation;
  - iii. The period to inform parents on the status of their children’s application;
  - iv. Period of placement of learners with information on period to lodge appeals, where to find support if a learner is not placed with contact details of provincial and district officials responsible admissions
  - v. Clear strategies on admission of non-citizens
- c) Establish admission teams at provincial and district level;
- d) Mediate admission Circular to schools;
- e) Ratify admission policies of schools;
- f) Determine the capacity of each school grade by grade.
- g) Conduct advocacy campaigns to inform parents about early registration and provide all the necessary information about admission processes;
- h) Place all admission information on the provincial website;
- i) Monitor admission processes in schools and intervene where there is non-policy compliance;
- j) Identify hotspots and develop strategies to address them;
- k) Create a rapid response team to handle grievances and appeals;
- l) Resolve/mediate appeals within the shortest period possible;
- m) Compile report and update figures monthly for the DBE attention as per the requirement of the Portfolio Committee on Basic Education;
- n) Make requisition for additional resources (classrooms, teachers)

## 10. BUSINESS PROCESS AT EACH LEVEL OF THE SECTOR

### 10.1 DEPARTMENT OF BASIC EDUCATION:

- a) Coordinate admission interprovincial planning meetings;
- b) Provide advice on PED Regulations on learner admissions and give feedback;
- c) Consolidate data from provinces on learner admissions;
- d) Inform members of the public on information regarding learner admissions;
- e) Monitor and support the implementation of learner admissions;
- f) Compile quarterly reports on admissions;
- g) Report on learner admissions various levels of the sector, including the Portfolio Committee on Education.

### 10.2 PROVINCES

- a) Develop learner admissions regulations and circulars;
- b) Generate a management plan for learner admissions;
- c) Put required information on PED website;
- d) Mediate all documents on learner admissions to Districts;
- e) Identify hotspots and generate a plan to address them;
- f) Monitor and support the admission of learners in Districts;
- g) Address learner admissions appeals;
- h) Submit learner admission reports to DBE as requested; and
- i) Report on a quarterly basis to the DBE.

### 10.3 DISTRICTS

- a) Ensure proper implementation of learner admission regulations and circulars;
- b) Generate a management plan for learner admissions;
- c) Inform public of learner admission matters;
- d) Identify hotspots and generate a plan to address them;
- e) Mediate all documents on learner admissions to schools;

- f) Address learner admissions appeals;
- g) Monitor and support the admission of learners in schools;
- h) Report on a monthly/weekly basis to the PDE.

#### **10.4 SCHOOLS**

- a) Develop learner admission policy;
- b) Supply district with data;
- c) Inform public of learner admission matters;
- d) Conduct learner admissions in line with legislation;
- e) Communicate with applicants; and
- f) Provide regular reports to the district.

## 11. TABLE OF BUSINESS PROCESS AT EACH LEVEL OF THE SECTOR

No.	DBE	PROVINCE	DISTRICTS	SCHOOL
1	Advice on PED Regulations on learner admissions and give feedback	Develop learner admissions regulations and circulars.	Ensure proper implementation of learner admission regulations and circulars.	Develop learner admission policy.
2	Consolidate data on learner admissions.	Generate a management plan for learner admissions.	Generate a management plan for learner admissions.	Supply district with data.
3	Inform members of the public on information regarding learner admissions.	Put required information on PED website.	Inform public of learner admission matters.	Inform public of learner admission matters.
4	Monitor and support the implementation of learner admissions.	Mediate all documents on learner admissions to Districts.	Identify hotspots and generate a plan to address them.	Conduct learner admissions
5	Compile quarterly reports.	Identify hotspots and generate a plan to address them	Mediate all documents on learner admissions to schools.	Communicate with applicants
6	Report on learner admissions	Monitor and support the admission of learners in Districts.	Address learner admissions appeals	
7		Address learner admissions appeals	Monitor and support the admission of learners in schools.	
8		Submit learner admission reports to DBE as requested.	Report on a monthly/weekly basis to the PDE.	
9		Report on a quarterly basis to the DBE		

## 12. SCHOOL CAPACITY

The capacity of each school must be determined in advance to prevent unnecessary and deliberate overcrowding of some schools in areas where some schools could be running empty. The capacity of the school should be done grade by grade and class by class while taking into consideration classroom sizes in terms of the Infrastructure Norms and Standards prescription of seven (7) square metres per teacher and one (1) square metre per learner and that of available resources such as ablutions facilities and available grounds.

### TEMPLATE TO REPORT ON CAPACITY OF SCHOOLS

GRADES	NUMBER OF CLASSES	NUMBER OF LEARNER (CURRENT)	MAXIMUM NUMBER THAT CAN BE ACCOMMODATED	ESTIMATED ENROLMENT FOR 2018
GRADE R				
GRADE 1				
GRADE 2				
GRADE 3				
GRADE 4				
GRADE 5				
GRADE 6				
GRADE 7				
TOTALS				
<b>SECONDARY SCHOOLS</b>				
GRADE 8				
GRADE 9				
GRADE 10				
GRADE 11				
GRADE 12				
TOTALS				

### 13. CHECKLIST

#### CHECKLIST FOR ADMISSION READINESS

PROVINCE \_\_\_\_\_ DISTRICT \_\_\_\_\_

SCHOOL \_\_\_\_\_ DATE \_\_\_\_\_

In preparing for the Admission Process, has the province/district:

ADMISSION ASPECT	YES	NO	COMMENTS
1. Made the Provincial Regulations on admissions available?			
2. Made Circulars on admissions available?			
3. Appointed a District Admission Coordinator?			
4. Established a District Admission Team?			
5. Developed an Admission Management Plan?			
6. Developed an admission advocacy campaign?			
7. Determined a clear admission period? (start & end date)			
8. Demarcated areas that are feeder zones for schools?			
9. Developed a step by step guide that will be followed by schools and applicants during the admission process?			
10. Developed a monitoring programme for admissions?			
11. Determined the capacity of schools by grade?			
12. Developed monitoring and reporting template?			
13. Established a response team?			
14. Developed a system to deal with queries and appeals with clear timeframes?			
15. Developed a system to prevent overcrowding in schools?			

NAME OF OFFICIAL..... DESIGNATION.....

SIGNATURE..... DATE.....



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