

AIM OF THE THREE STREAMS MODEL

- The Three Stream Model (TSM) is a concept developed by the Department of Basic Education (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** 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 was to be followed by a **Business Plan**, which was subsequently submitted to the National Treasury (NT) to apply for funding to **conduct further pilot studies on the TSM**.

WHAT IS THE OBJECTIVE OF THREE STREAMS 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 subjects in the TSM;
- To **introduce Vocational 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 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]**).

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WHAT ARE THE DIFFERENCES IN EACH STREAM? ACADEMIC STREAM

•It is common knowledge that the South African schooling curriculum is predominantly focused on academic staff based mainly on theory. This schooling curriculum does not cater adequately for vocational and occupational learning. As a result of this pedagogical-landscape, learners are faced with limited learning choices which ultimately impact on their career choices. The curriculum has previously not cater sufficiently for the for technological advancements, emerging industries and new occupations fueled by the Fourth Industrial Turnaround.

About the Three Stream Model and Focus Schools

- Eight types are in operation:
- Arts;
 - Agriculture/Nature Conservation;
 - Business/Commerce/Management;
 - Engineering/Technical (Artisanal);
 - Marine/Maritime/Nautical;
 - MST/IT (Hi-Tech);
 - Services (Hospitality/Tourism); and
 - Sports

Occupational Stream Subjects

Personal Care: Beauty and Nail Technology
 Personal Care: Ancillary Health Care
 Service Technology: Upholstery
 Service Technology: Maintenance
 Consumer Studies: Food Production
 Consumer Studies: Sewing
 Hospitality Studies
 Civil Technology: Bricklaying and Plastering

Mechanical Technology: Motor Mechanics
 Mechanical Technology: Body Works
 Mechanical Technology: Welding
 Electrical Technology: Electrical Service / Civil Technology: Woodworking and Timber



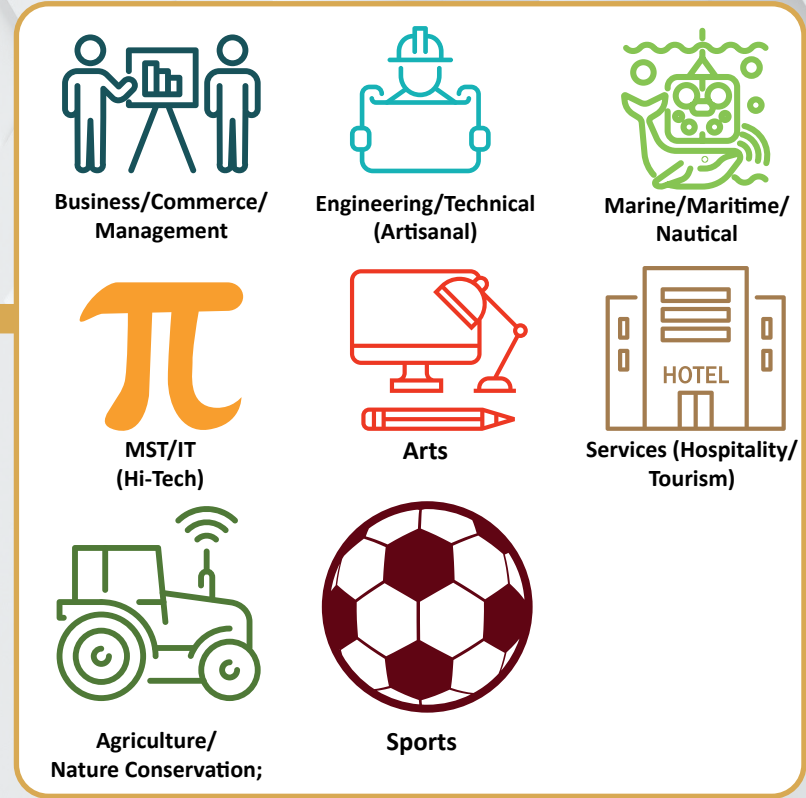
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Academic Stream

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Vocational Stream Subjects

Engineering: Graphics and Design (EGD)
 Technical Mathematics
 Technical Science
 AND
 Civil Technology
 Construction
 Woodworking
 Civil Services
 OR
 Electrical Technology
 Digital Electronics
 Power Systems
 OR
 Mechanical Technology
 Automotive Fitting and Machining



basic education
 Department of Basic Education
 REPUBLIC OF SOUTH AFRICA

THREE STREAMS MODEL
 EXPANDING CURRICULUM OPTIONS

EDUCATION-4 EMPLOYABILITY

khetha
 Make the right choice. Decide your future.

✓ CURRENT DBE PROGRESS

Occupational Stream Pilot

“YOUR COMPANY IS THE GREATEST. I CAN’T IMAGINE ANYONE LIVING WITHOUT YOU.” —VERY SMART CUSTOMER

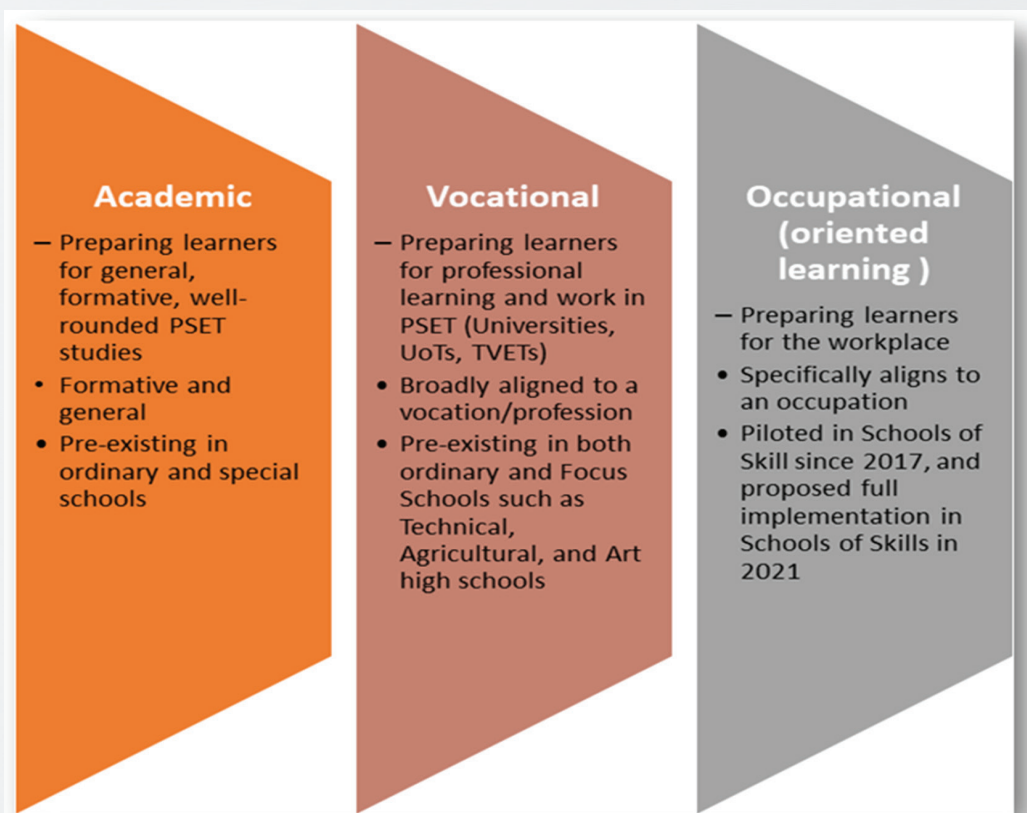
Focus on What You Do Best

- ✓ The Occupational pathway, meanwhile, was introduced together with the Vocational pathway as **part of the strengthening of the curriculum** in the basic education sector;
- ✓ **26 Occupational** Stream subjects were piloted in the **Schools of Skill at Years 1 to 4** (the equivalent of Grades 8 to 9 in public ordinary schools) back in 2017;
- ✓ The **four (4)-year curriculum stretch** was applied to adequately provide for the **special education needs of learners** at the Schools of Skill within the GET phase;
- ✓ The **pilot was completed in 2020**, immediately followed by **scaling in 2021**;
- ✓ Before approval was granted, schools participating in the piloting of Occupational – or Vocational - subjects were **initially audited to determine whether they met the required standards of resources, infrastructure and equipment** to allow for the pilot to be sustained;
- ✓ **Piloting on the Occupational Stream in the FET Phase** at Grades 10, 11 & 12 is planned to **commence in 2025**;
- ✓ The conceptualisation exercise has produced a **Planning Framework with Action Points**;
- ✓ The Action Points led to the establishment of a team of experts/**Think Tank**, tasked with the development of an **overarching curriculum framework encompassing all three (3) TSM streams**, while defining their subject combinations and content as well as articulation options for learners. Six (6) workstreams resulted;
- ✓ Particular attention, however, is focused on the introduction of Occupational subjects at Grades 10, 11 and 12 in the FET phase of schooling.

✓ CURRENT DBE PROGRESS

Vocational Stream Pilot

- ⚙ The purpose of introducing the Vocational Stream subjects at Grades 8 and 9 in ordinary high schools is to **allow learners the opportunity to have earlier access to a differentiated vocational pathway**, which would enhance their learning and ultimately improve performance in the technical and vocational curriculum offered in the FET phase at schools and at TVET colleges;
- ⚙ **26 Occupational subjects** offered in the Schools of Skill (Schools catering for learners with special educational needs) were repackaged into **13 Vocational subjects grouped according to organising fields** with a view to strengthening articulation with FET phase vocational education;
- ⚙ The focus is on **introducing learners to generic and basic vocational oriented learning** at Grades 8 and 9, which will be further developed in the FET phase;
- ⚙ **Learners follow the Curriculum and Assessment Policy Statements (CAPS)** as specified for Grades 8 and 9 in the Senior Phase for the following subjects: Home Language, First Additional Language, Mathematics, Natural Sciences, Social Sciences and Life Orientation and may replace one to three of the following subjects: Technology, Creative Arts and or Economics and Management Sciences with one but no more than three vocational subjects. (A guideline in this respect is to be found in DBE Circular S10 of 2020);
- ⚙ **Learners who meet the minimum promotion requirements may in future be awarded a General Education Certificate (GEC)**, a Grade 9 transitional “qualification” at NQF level 1, and may choose to enter a TVET college to further their studies in a preferred learning field or they may enter Grade 10 and select an area of specialisation as provided by a school.



← WHAT ARE THE CHARACTERISTICS OF EACH STREAM?



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