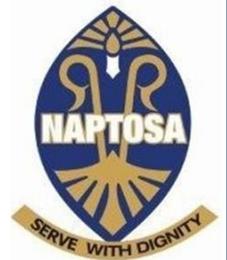


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EDUCATION MATTERS: UNDERSTANDING THE THREE STREAM MODEL

NAPTOSA has lamented over time that the existing South African Basic Education Curriculum, does not cater for our diverse learner population. This is evident from the annual DBE School Realities statistics, which show that less than 50% of the learner cohort who start in Grade 1 end up in Grade 12. Hence, NAPTOSA embraces the Three Stream Model that is currently being piloted, as it caters for the entire learner population.

The Three Stream Model (TSM) is a concept (not yet policy) developed by the Department of Basic Education (DBE). The General Education Certificate (GEC) acquired at the end of Grade 9 will assist learners to choose appropriate pathways, be it academic, vocational, or occupational, (Three Streams Model) in the Further Education and Training Band (FET), mainstreams schools, TVET/CET institutions.

The Aims of the Three Streams Model (TSM):	The TSM is underpinned by the following principles and assumptions:
<ul style="list-style-type: none"> 🔹 The TSM aims to refocus and strengthen basic education as part of developing a single, integrated education and training education system in the country, as outlined in the National Education Policy Act (1996). 🔹 It contributes to remodeling the schooling system to respond to the National Development imperatives, the skills demand of employers, the needs of graduates to secure employment, to react to entrepreneurial opportunities, and to respond to the needs of local communities. 	<ul style="list-style-type: none"> 🔹 A learner-focused approach followed to enable individual learners to exercise more choices, remain in the schooling system for as long as possible and exit the system more prepared for further learning and as responsible citizens and ready for the world of work. 🔹 Increased learning pathways to enable learners to move horizontally, vertically, and diagonally within and between the qualification sub-frameworks, as advocated in the objectives of the NQF. 🔹 Streaming (must not be used in relation to the socio-economic status of learners). 🔹 Careful consideration to the framework through the design of the curriculum, learning programmes, learning pathways and qualifications. 🔹 Equality in status between routes of study is key in the design of qualifications and learning programmes across all pathways. All subjects, pathways, and learning programmes must be equally valued. <p>.....</p> <p>NAPTOSA is working collaboratively with the Department of Basic Education as well as, other teacher unions, to ensure successful implementation of this model. NAPTOSA is of the view that all learners deserve an equal opportunity to become self-sufficient and functional citizens!</p>
The Status of TSM – Implementation	
<ul style="list-style-type: none"> 🔹 The introduction of the Three Stream Model commenced in 2016 with the introduction of 21 Vocational subjects in the FET Phase. 🔹 This was followed by the introduction of 24 Occupational subjects piloted in Schools of Skill beginning in 2017 at Grades 8 & 9 and Years 1 to 4. The roll-out started in 2021. 🔹 The introduction of Vocational subjects at Grades 8 & 9 in the GET Phase commenced in 2021. Roll out is expected to take place in 2024, pending finalisation of curriculum policies, LTSM for all subjects as well as registration of the GEC with Umalusi. 🔹 Planning on the introduction of the Occupational subjects at Grades 10 to 12 in the FET Phase has begun. 	

Mr BL Manuel
Executive Director

*Watch this space for more Educational Matters - demystifying the so called "38 New" DBE subjects.
Content sourced from DBE.