



---

## HOME EDUCATION

### FREQUENTLY ASKED QUESTIONS (FQA's)

#### Legislation reference:

- CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA, 1996
- SOUTH AFRICAN SCHOOLS ACT 84 of 1996 (SASA)
- POLICY ON HOME EDUCATION: Government Gazette No. 42037 – 16 November 2018
- NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT GRADES R – 12

FREQUENTLY ASKED QUESTIONS		LEGISLATION
<b>Question</b>	<i>How is home education different from home schooling?</i>	
<b>Response</b>	“ <b>home education</b> ” means a purposeful programme of education for a learner, alternative to school attendance, which is provided under the direction and supervision of the learner’s parent <b>primarily in the environment of the learner’s home</b>	Policy on Home Education: Chapter 1 Definitions
	“ <b>school</b> ” means a public school or an independent school which enrolls learners in one or more grades from grade R (Reception) to grade twelve;	SASA: Chapter 1 Definitions and Application of Act
<b>Question</b>	<i>What is the closing date to register for home education?</i>	
<b>Response</b>	“A parent of a learner who is subject to compulsory attendance who chooses to have her or his child educated at home in terms of section 51 of the Act must submit the application by <b>September of the year preceding the year</b> in which home education is to commence for the learner.”	Policy on Home Education: Chapter 2 Section 12 (2) (b)
<b>Question</b>	<i>If for some reason, I decide to home educate my child after the closing date, will my application be processed?</i>	
<b>Response</b>	“The HOD may allow a deviation from this if the parent can provide sound reasons for the delay in registering the learner for home education;”	Policy on Home Education: Chapter 2 Section 12 (2) (b)

FREQUENTLY ASKED QUESTIONS		LEGISLATION
<b>Question</b>	<i>If I submit my application for home education in the month or on the day my child turns 15, does that mean she will not be approved.</i>	
<b>Response</b>	(a) submit a written application and necessary documentation to the HOD;	Policy on Home Education: Chapter 2 Section 12 (2) (a)
<b>Question</b>	<i>My child's birth certificate is lost, can you register me?</i>	
<b>Response</b>	(a) submit a written application and <b>necessary documentation</b> to the HOD;	Policy on Home Education: Chapter 2 Section 12 (2) (a)
	An affidavit must be acquired and submission of a new copy must be provided to the office with a period of 3 months	
<b>Question</b>	<i>How long does it take to register for home education?</i>	
<b>Response</b>	"The HOD must take all reasonable steps to respond within 30 days after receipt of the application on the prescribed form"	Policy on Home Education: Chapter 2 Section 14 (3)
<b>Question</b>	<i>Does the policy on home education bind me as a parent to register my child with the Department?</i>	
<b>Response</b>	"Every parent must cause every learner for whom he or she is responsible to attend a school from the first school day of the year in which such learner reaches the age of seven years until the last school day of the year in which such learner reaches the age of fifteen years or the ninth grade, whichever occurs first."	SASA: Section 3 (1)
<b>Question</b>	<i>Can I remove my child from school before I am registered with the Department for home education?</i>	
<b>Response</b>	No, you can only remove your child from the school after the learner has acquired a registration number for home education. <i>The previous response is also applicable here.</i>	SASA: Section 3 (1)
<b>Question</b>	<i>As a parent I have a right not to register my child with the Department of Education but to notify the relevant office that I am teaching my child at home.</i>	
<b>Response</b>	The <b>Bill of Rights</b> provides that: (a) <i>the state must respect, protect, promote and fulfil the rights in the Bill of Rights.</i> (b) <i>a child's best interests are of paramount importance in every matter concerning the child.</i> (c) <i>everyone has the right to basic education.</i>	The Bill of Rights

FREQUENTLY ASKED QUESTIONS		LEGISLATION
<b>Question</b>	<i>Is my motivation to home school valid enough for my child to be registered with the Department?</i>	
<b>Response</b>	<b>Rationale and motivation for home education</b> “Parents express many reasons for wishing to educate their children at home.”	Policy on Home Education: Chapter 1 Sub-section 8.4 (1)
<b>Question</b>	<i>Why does the Department conduct site visits before registering the learner?</i>	
<b>Response</b>	“The PED shall conduct a pre-registration home education site visit to verify information and provide support where necessary”.	Policy on Home Education: Chapter 2 Section 13 (2)
<b>Question</b>	<i>Can my child be admitted to a public school if he has never attended school at all?</i>	
<b>Response</b>	<b>Admission or re-admission to a school</b> (1) If a learner is within compulsory school attendance when the registration contemplated in section 51 is withdrawn or terminated, such a learner must attend a school. Such a learner should be admitted or readmitted in accordance with the admission policy of the school. The school has a right to assess of the learner and must request any records used for home education of the learner.	Policy on Home Education: Chapter 4 Section 25 (1)
<b>Question</b>	<i>On what grounds does the Department decline learners’ registration for home education?</i>	
<b>Response</b>	(a) information contained in the application for registration has been misrepresented; (b) any criteria or conditions are not complied with Including “illegal independent educational institution such as an institution operating like an independent school whilst unregistered with the state in terms of the Act, also commonly known as a tutor centre, cottage school, home school centre and micro school, do not form part of the scope of home education.”	Policy on Home Education: Chapter 1 Sub-section 8.2 (2)
<b>Question</b>	<i>Can my re-application for the next phase be declined?</i>	
<b>Response</b>	<b>Monitoring</b> (1) The PED should, as far as it is practicable, monitor the implementation of home education. (2) The PED may not be compelled to provide individualised professional support to each home education site. (3) The PED may request for, and the parent should provide, access to any records used for home education of the learner. If a report on No.3 above is not satisfactory, the re-application will be declined and the learner will be placed back in public school	Policy on Home Education: Chapter 3 Section 20

FREQUENTLY ASKED QUESTIONS		LEGISLATION
<b>Question</b>	<i>What is expected from a registered parent during monitoring visit?</i>	
<b>Response</b>	<b>Monitoring</b> (1) The PED should, as far as it is practicable, monitor the implementation of home education. (2) The PED may not be compelled to provide individualised professional support to each home education site. (3) The PED may request for, and the parent should provide, access to any records used for home education of the learner.	Policy on Home Education: Chapter 3 Section 20
<b>Question</b>	<i>Can I enrol my child with home school tutoring centre after registration?</i>	
<b>Response</b>	“illegal independent educational institution” means an educational institution such as a cottage school, tutor centre, home school centre and micro schools operating like an independent school whilst unregistered in terms of the Act;”	Policy on Home Education: Chapter 1 Definitions
<b>Question</b>	<i>Can I hire a person to teach my child because we are both working?</i>	
<b>Response</b>	<b>The scope of tutoring a learner registered to receive education at home</b> (1) The parent may, if necessary, enlist specific services of a tutor for specific areas of the curriculum. (2) The tutor in providing her or his services in respect of specific areas of the curriculum: (a) may not replace the primary responsibility of the parent in respect of providing home education to the child; and (b) may not attempt to play the role of a school under the pretext of providing a tutoring service to the learner, e.g. taking over the full responsibility for delivery of the curriculum at the learner’s home or at another place away from the home education site.	Policy on Home Education: Chapter 3 Section 18 (4)
<b>Question</b>	<i>Does the Department expect parents to replicate the same format of teaching and learning as in a Public Schooling system?</i>	
<b>Response</b>	<b>Curriculum choice</b> “The parent may choose to offer any curriculum that will be of a standard not inferior to the standard of education provided at public schools”.	Policy on Home Education: Chapter 3 Section 18 (1)

FREQUENTLY ASKED QUESTIONS		LEGISLATION
<b>Question</b>	<i>How does Departmental officials measure the curriculum that the parents are offering?</i>	
<b>Response</b>	<b>Monitoring</b> The PED may request for, and the parent should provide, access to any records used for home education of the learner.	Policy on Home Education: Chapter 3 Section 20 (3)
	<b>Curriculum specialist are able to assess the minimum level at which a learner must attain the content and assessment requirements for all subjects</b>	
<b>Question</b>	<i>How is the department going to assist me as a parent with test and examinations?</i>	
<b>Response</b>	<b>Responsibilities and roles of the parent</b> (1) The responsibilities and roles of the parent include but are not limited to the following: (h) choose the curriculum to be followed by the learner and ensure familiarity and competence in delivering the chosen curriculum;	Policy on Home Education: Chapter 1 Section 10 (1) (h)
	<b>Parents design their own Learning Programmes which are CAPS related and are expected to be competent and deliver beyond expectations. Parents need to do intensive research on before they decide on home education</b>	
<b>Question</b>	<i>How do you define a competent assessor?</i>	
<b>Response</b>	“competent assessor” means an educator registered with the South African Council for Educators (SACE) as defined in the South African Council for Educators Act, 2000 (Act No. 31 of 2000), or a person or body registered with National Qualifications Framework in accordance with the National Qualifications Framework Act, 2008 (Act No. 67 of 2008);	Policy on Home Education: Chapter 1 Definitions
<b>Question</b>	<i>Does the Department provide parents with resources for home education?</i>	
<b>Response</b>	<b>8.3 The character of home education</b> Parents who home educate their children place high premium on resource-rich learning e.g.: (a) experimentation with the ever-widening learning opportunities in the environment, (b) use of resources in print, DVDs and the Internet, (c) encouraging holistic learning from the child’s family, social, cultural, religious and physical environments.	Policy on Home Education: Chapter 1 Sub-section 8.3 (2)

FREQUENTLY ASKED QUESTIONS	LEGISLATION	
	<p><b>13. Conditions for registration of a learner to receive education at home</b>  <b>(1)</b> The conditions for registration of a learner to receive education at her or his home are set out in section 51 of the Act. These conditions include that:  <b>(a)</b> the parent understands home education, accepts full responsibility for the implementation of home education for her or his child; and undertakes to:  <b>(i)</b> make suitable educational resources available to support the learner’s learning;</p>	<p>Policy on Home Education: Chapter 2 Section 13 (1) (a)</p>
	<p><b>21. Resources</b>  <b>(1)</b> The PED may, if requested by a parent, provide where it is practicable, textbooks, other learning resource material and information to a parent for use in the NCS programme for enhancing and enriching the education programme in special circumstances such as those of <b>learners with special education needs.</b></p>	<p>Policy on Home Education: Chapter 3 Section 21 (1)</p>
<b>Question</b>	<p><i>My child is a special needs learner but I do not know where get a learning programme that suits her needs</i></p>	
<b>Response</b>	<p><b>19. Barriers to learning</b>  <b>(3)</b> Where the learner experiences barriers to learning and assessment, the parent should approach the nearest office of the PED for:  <b>(a)</b> assistance with the referral of the learner to a relevant practitioner or service provider, to ensure that the learner receives the necessary support in terms of the SIAS Policy;</p>	<p>Policy on Home Education: Chapter 3 Section 19 (3) (a-b)</p>
	<p><b>19. Barriers to learning</b>  <b>(1)</b> The <b>White Paper 6</b> provides for an education system that promotes the full participation and inclusion of children with disabilities in a manner that maximises their personal development and enables their ongoing participation and inclusion in the society.</p>	
	<p><b>(2)</b> The <b>SIAS Policy</b> could be used:  <b>(a)</b> to manage and support teaching and learning processes for a learner who experiences barriers to learning within the framework of the National Curriculum Statement; and  <b>(b)</b> as a tool for early intervention to help practitioners to:  <i>(i) assess the needs of the learner at an early stage, and</i></p>	

	<i>(ii) work with families together with other practitioners and service providers to meet the identified needs of the learner.</i>	
<b>Question</b>	<i>Public schools must allow home education learners to participate in sporting activities in their schools.</i>	
<b>Response</b>	Schools have a code of conduct for safety and security. In this way schools are accountable for the learners enrolled within the school that are cover by the school's safety policy and standards	
<b>Question</b>	<i>Can my child do two grades in one year?</i>	
<b>Response</b>	“promotion” – means the movement of a learner from one grade to the next when that learner meets the minimum required level of achievement per subject in a particular grade, as well as complying with the promotion requirements of that grade as contemplated in the policy document; National policy pertaining to the programme and promotion requirements of the NCS Grades R-12;	NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

Questions and Answers - Lockdown learning and Home Education with Mosibudi Makhubela – Director: Independent Schools

**1. Please explain what do we mean by lockdown learning**

**Lockdown learning-** a partial or conditional measure of Home Learning, to accommodate learners with co-morbidities, those who are sick or are affected by the pandemic in other ways, in accordance with Government Gazette 43372 of 2020 (29 May).

**2. How does it differ from home schooling/education?**

**Lockdown learning-** is a temporary arrangement for home based learning under COVID-19 conditions

**home education’-**is a permanent arrangement of education alternative to Public or Independent Schools System

**DEFINITION**

“**home education**” means a purposeful programme of education for a learner, alternative to school attendance, which is provided under the direction and supervision of the learner’s parent primarily in the environment of the learner’s home

**(See the attached Policy on Home Education)**

### **3. Who should apply and how for Home Education and lockdown learning?**

Parents of learners who choose to apply for Home Education until Grade 9, can apply in accordance with the Policy on Home Education, Government Gazette 42037 of 2018, which is attached. This can only be done electronically on the DBE website:

[www.education.gov.za/informationfor/parentsandguardians.aspx](http://www.education.gov.za/informationfor/parentsandguardians.aspx)

**Lockdown learning-** will be uploaded on the GDE website

### **4. Which grades are covered by the lockdown learning?**

Grade 1-9

### **5. What are the roles and responsibilities of parents, schools and learners in both home education and lockdown learning?**

## **ROLES AND RESPONSIBILITIES**

### **5.1 ROLES AND RESPONSIBILITIES OF THE PROVINCIAL EDUCATION DEPARTMENT (PED)**

- An electronic webpage for Home Education and Lockdown learning has been created for all documentation. Parents who wish to apply can access the form and all relevant documents on the [www.education.gauteng.gov.za](http://www.education.gauteng.gov.za) under the tab Home Education.
- The Provincial Department maintains and communicates a data base with Districts on all information on Home Education and Lockdown learning

### **5.2 ROLES AND RESPONSIBILITIES OF DISTRICT OFFICES**

- Districts will organise 14-day Learning activity packs (**LAPS**) for categories of learners according to their grades, to support learners at home
- Districts will include centralised timetables with notional times for specific learning streams in the Learning activity packs. This will help parents/ guardians to ensure that learning is effectively organised at home.
- All assessment activities are to be included in the **LAPS**, according to the trimmed and reorganised Annual Teaching Plans

- Lockdown learning transversal teams should be established for the purpose of virtual monitoring and support through any electronic means accessible to parents.
- A strict code of conduct and guidelines will be followed by Transversal Teams (LLTT's) for monitoring Lockdown learning- in keeping with the Disaster Management Act of 2002, according to the lockdown stages
- Districts are to ensure the management of attendance of all learners and the uploading of their attendance data on SASSAMS
- Districts are to monitor the administration of examinations for all these learners at school level within the required norms for social distancing
- Districts must ensure the management of accommodations for specific learners and process them accordingly

### **5.3 ROLES AND RESPONSIBILITIES OF SCHOOLS**

- School principals are to manage and provide guidance to all parents who are interested in Home Education and Lockdown learning
- Principals are to collect Learner activity packs (LAPS) from district offices (preferably electronically) to distribute to parents
- All assessment packs are to be returned to school every 14 days for marking and or quality assurance, all safety rules will be strictly applicable
- Learner activity packs (LAPS) will comprise, stream specific time tables, learning topics, topic summaries, step by step guidelines for support, assessment tasks, memoranda, and zero-rated electronic educational programmes
- Schools may determine any other support to be given to learners
- Examination will be written at school within social distancing regulations, in exceptional cases, continuous assessment will be used.
- Recording, reporting and provision of feedback on learning progress

### **5.4 ROLES AND RESPONSIBILITIES OF PARENTS**

- Parents/ legal guardians will collect and sign off 14-day activity packs (LAPS) from schools. They will be required to sign off commitment forms to certify that

timetables and assessment programmes are followed (electronically where applicable)

- Parents are accountable to ensure that learners follow the learning and assessment programmes conscientiously
- Parents are to ensure that learning transpires in the home and not in illegally operating underground centres or anywhere where learners will be exposed or left vulnerable.
- Parents are to take responsibility for the safety and protection of learners, bearing in mind the rights of children as espoused in the Constitution of the Republic of South Africa and the Child care Act.
- Parents should communicate and cooperate with schools and Districts at all times, where there are challenges, these should be dealt with, in the best interest of learners.
- It is the responsibility of parents to make sure that all assessment plans are completed, quality assured and or marked regularly, in collaboration with schools.
- The participation of learners in all examinations is the responsibility of parents, according to timetables provided by schools.

## **6. Please explain how assessments are done in both instances**

### **6.1 Assessment for Home Education**

The parents of learners registered for home education assess their children's' work.

*Policy on Home Education: Chapter 3, Section 18 (5) stipulates:*

- (1) A parent should ensure that the results of assessment tasks such as tests and examinations are valid and reliable through implementing measures such as invigilation of the learner during the process of completion of such tasks.
- (2) A parent should use the services of a competent assessor to assess the progress of her or his child against the minimum outcomes and standards at the end of Grades 3, 6 and 9.

### **6.2 Assessment for Lockdown Learning**

As it appears on the Responsibilities of Districts and Schools above

