



# EDUCATION

## INTRODUCTION

The SABC is required by legislation to inform, educate and entertain viewers and listeners. The broadcasting of educational programmes is therefore essential to the implementation of its public service mandate.

The SABC recognises that to right the wrongs inflicted by decades of apartheid education on the knowledge, literacy and skills profile of South Africa requires the collective contribution of all educational authorities, institutions and individuals. The SABC recognises that through broadcasting, it can make a unique contribution to this national project. Complementary to what is offered by schools, colleges, higher education institutions and work place training, radio and television can make the most significant contribution to learning.

The SABC also acknowledges that an informed and educated citizenry is fundamental to the sustained development of South Africa. Through its educational programmes it is well placed to advance national goals of equality, dignity and an inclusive society and works towards these ends.

In fulfilling its educational mandate, the SABC is guided by the Constitutionally enshrined right of all South Africans to receive education — in the official languages of their choice, where reasonably practicable. The SABC also aims to attain the goals set in the Independent Broadcasting Authority Act and the Broadcasting Act, and the relevant policies and regulations. In particular, we take into account the requirement of the Broadcasting Act that the SABC's public broadcasting services should:

"include significant amounts of educational programming, both curriculum-based and informal educative topics from a wide range of social, political and economic issues, including, but not limited to, human rights, health, early childhood development, agriculture, culture, justice and commerce and contributing to a shared South African consciousness and identity".

This Policy on Educational Broadcasting sets the framework within which the SABC implements this mandate and responds to the national literacy and skills development challenge.

## OBJECTIVES

**The SABC commits itself to the following objectives for educational broadcasting:**

- To provide innovative educational programmes of excellent quality across our radio and television services, aimed at meeting the diverse formal and informal learning needs of all our audiences, including children, youth and adults. These include:
  - Programmes that support the curriculum-based activities of the education and training sectors and cover a wide range of subjects and fields
  - Programmes that promote public education on rural development and urban renewal, human resources development, citizens' rights and responsibilities, healthy living, innovative solutions to personal, family and community challenges, national identity, culture and heritage
- To ensure that the radio and television services in the SABC's public broadcasting portfolio devote adequate air time to educational programmes, and schedule them at times that are appropriate for the target audiences
- To ensure that the radio and television services in the commercial portfolio support a culture of lifelong learning through informal knowledge-building initiatives that are relevant to their format and target audience

- To provide educational programmes in various of the official languages and, in selected genres, Sign Language, taking into account the language needs of each target audience
- To broadcast a significant amount of locally produced educational programming, recognising that such programmes are often best for meeting the educational needs for South Africans. However, the SABC also recognises that it is important to expand audiences' knowledge of the African continent and the rest of the world, and accordingly will ensure that internationally acquired programmes satisfy these goals
- To enhance the effectiveness of educational programmes by implementing a coherent education methodology that incorporates multimedia strategies such as the use of print, the Internet, satellite, fixed and mobile telephone networks and SMS
- To supplement educational methodologies through outreach programmes, where appropriate, in the form of training and support for users of materials aimed at deepening the educational impact of the content
- To ensure that sufficient resources are apportioned for implementing the educational mandate. To this end the SABC secures financial and other resources from a variety of sources, including the government and licence fees, private and international donors, advertising and sponsorship, co-productions and related programme partnerships with a range of national, continental and international institutions.

## KEY PRINCIPLES

The SABC is guided by the following principles:

- The SABC ensures that educational broadcasting is relevant and appealing to targeted audiences and with sensitivity reflects the diverse experiences and needs of all South Africans
- The SABC ensures that its educational programmes address imbalances in the historical provision of education, especially, but not exclusively, those based on race, gender and disability
- The SABC links its educational broadcasting to national priorities and needs, supporting the achievement of outcomes-based education, lifelong learning, and the association of educational and life experiences
- The SABC builds strategic partnerships that enable it to provide an effective educational broadcasting intervention.

## SCOPE OF THE POLICY

The SABC radio stations and channels are required to comply with any legislation, regulations and licence conditions that are relevant to educational programmes. The Policy on Educational Broadcasting is also to be read together with the other relevant editorial policies including the Programming Policy, the Language Broadcasting Policy, and the Universal Service and Access Policy.

**This Policy on Educational Broadcasting is considered when the SABC:**

- Develops strategic plans and budgets for the Corporation to meet its educational mandate
- Produces or commissions educational programmes or multimedia content
- Develops schedules for channels and stations
- Procures international educational material.

Every independent producer and consultant contracted to produce educational material for the SABC should be made aware of this policy.





## GUIDELINES FOR IMPLEMENTATION

- The SABC ensures that its services, in combination, air a significant amount of educational programming that complies with the objectives outlined in this policy
- At least one of the SABC's television channels screens programmes specifically in support of the primary and secondary school curricula. This is supplemented by programmes on public broadcasting radio stations
- The SABC ensures that educational programmes are scheduled at times that are suitable for the target audiences
- All the educational programmes have clear goals. Such goals and expected outcomes are established before the production, commissioning or acquisition of any educational programme
- The SABC's educational broadcasting business unit, together with the commissioning editors and executive producers responsible, is tasked with ensuring that these outcomes are achieved through creative and innovative programming.

## PROGRAMMING GUIDELINES

- Educational programmes should conform to the highest broadcasting standards. They should utilise a wide range of programme formats designed to ensure that the aim of the programme is achieved creatively and is appropriate to the subject matter and target audience
- Educational programmes should utilise innovative technologies and techniques (including dubbing, multilingual programming and subtitling) in order to increase the effectiveness and comprehensibility of programmes in different language communities
- All the educational programmes should be challenging and informative, aim to promote a culture of learning and teaching, and support the drive for life-long learning. The basic tenet of all the educational programmes is to seek to impart knowledge and problem-solving skills, promote critical thinking and, when necessary, assist in changing attitudes and behaviour
- Educational programmes should relate to the personal circumstances of the viewers and listeners, and seek to impart the knowledge and skills that would help them to change their circumstances for the better
- Educational programming should, if appropriate, assist in fostering a harmonious relationship between South Africans and the environment, and promote sustainable development
- Educational programmes comply with all the SABC editorial policies, including those on portrayal and stereotyping of people, violence, and the classification and scheduling of programmes. Educational programmes should seek not only to avoid stereotypes based, for example, on race, ethnicity and disability, but to challenge proactively any stereotype or bias, and so assist in changing attitudes
- Educational programming should utilise a range of subject experts and interviewees, who, for example, are of different races, genders and physical abilities, and hold differing views, in order to reflect our diverse society.

## ADVERTISING IN RELATION TO EDUCATIONAL PROGRAMMES

The SABC will use every possible source of funding to meet its obligations in terms of this policy, including commercial sponsorship, subject to the following:

- When a programme is required to be presented - wholly, or in part - in a setting that simulates a place of business (for example, a supermarket), care should be taken in

designing the setting, and the props used, to reduce identification with particular companies or proprietors

- Programmes or programme material produced externally, or in created settings, may not be used to carry indirect commercial advertising
- Care should be taken to avoid the exposure of advertising signs or other commercial identification in programme content. Where this is impossible, it is the responsibility of the producer, or the director, or both, to play down as much as possible such extraneous commercial exposure.

### EDUCATIONAL MANDATE AREAS

Arising from the Broadcasting Act, the SABC has identified the following educational programme areas:

- Early Childhood Development
- Children at Home
- Formal Education
- Youth Development
- Adult and Human Resources Development
- Public Education.

### EARLY CHILDHOOD DEVELOPMENT

Programmes for early childhood development are aimed at supporting the holistic development of young children (from 0 - 7). The SABC recognises that as relatively few South African children have access to any structured early childhood education, these programmes assist in preparing young children "to be ready to learn". Educational programming also supports the implementation of the national Grade R (Reception Year) curriculum. Moreover, this programming will equip caregivers with the knowledge and skills to facilitate and support the growth and development of young children.

**Early childhood development programmes should meet the following standards:**

- Be entertaining and actively engage the audience
- Develop children's self-esteem
- Enhance listeners' and viewers' imagination
- Reflect the personal experiences and cultures of the audience
- Affirm children's sense of self and place
- Take account of language needs and the needs of learners with disabilities
- Be focused primarily on health, nutrition and safety.

### CHILDREN AT HOME

Educational programming for children at home is aimed at children of school going age who are not at school, and seeks to create the space for children to engage and express their thoughts and opinions on issues that affect them.

**Educational programming for children at home is required to meet the following standards:**

- Be entertaining, enabling children to learn, have fun and interact with others
- Take account of language needs and the needs of learners with disabilities
- Promote healthy living, social awareness, self-esteem and an understanding of human rights
- Be focused primarily on science, technology, mathematics, economics and communication.

### FORMAL EDUCATION

Formal educational programmes affirm and support the development of Foundation Phase learners (ages 5-9) and Intermediate Phase learners (ages 9-13).

**Formal education programming is required to meet the following standards:**

- It should support the implementation of the national school curriculum by providing resources of excellent quality developed specifically to assist both teachers and learners to achieve nationally set outcomes

- It should enhance learning in all the learning areas of the curriculum: literacy, numeracy and life skills (Foundation Phase), languages, mathematics, social sciences, arts and culture, life orientation, natural sciences and technology (Intermediate Phase)
- Educational programming should also take account of learners' language needs, including the language needs of deaf learners.

## **YOUTH DEVELOPMENT**

Youth development educational programmes are aimed at promoting a culture of life-long learning among young people, both at and after school.

**Youth educational programming is required to meet the following standards:**

- It should aim to develop self-esteem among listeners and viewers and provide a platform for expression
- It should contextualise young people's realities, fears, concerns and needs
- It should showcase youth solving problems, thinking critically, acting independently, developing creatively — intellectually, socially, cognitively and emotionally — and addressing, overcoming and transforming their future
- It should create an awareness of the rights and responsibilities of all citizens, including the youth, as contained in the Bill of Rights of the Constitution.

## **ADULT AND HUMAN RESOURCES DEVELOPMENT**

Adult and human resources development programmes affirm the concept of life-long learning, and support development of the skills and knowledge needed for survival in a competitive and ever-evolving world. Programmes are aimed at meeting the formal and informal skills development needs of both the employed and the unemployed, and support South Africans in their occupational endeavours. Programmes include adult literacy, skills development, educator development and entrepreneurial skills development.

## **PUBLIC EDUCATION**

Public educational programmes are aimed at offering the information, knowledge and skills South Africans need for effective participation and interaction in society. They promote the drive for life-long learning, and foster tolerance and understanding of one another and all our cultures. Such programmes enable people to take informed decisions, encourage critical thinking, and impart problem solving skills.

## **RESEARCH**

The SABC evaluates the impact of its educational programmes continually. Research is done to assess audience needs and to evaluate the effectiveness of the programmes. This includes audience research (e.g. to establish people's needs) and formative and summative research which enables understanding of the contribution of programming to audiences development.

## **MONITORING AND IMPLEMENTATION**

The SABC submits to the Board an annual action plan that identifies educational priorities for each of the educational mandate areas (outlined above). When necessary, these strategies are drafted in consultation with educational stakeholders. Implementation of these strategic plans is evaluated annually.

## **REVIEW**

This policy is reviewed by the SABC Board every five years.