

Competent Illiterates or Competent Literates: A Comparative Study of South Australian and South African Basic Education in Literacy and Numeracy Proficiency (Competent Literates)**T. S. Mashau¹, N. H. Mutshaeni² and L. R. Kone***University of Venda, South Africa**E-mail: ¹<mashau.takalani@univen.ac.za>, ²<nancy.mutshaeni@univen.ac.za>***KEYWORDS** Literacy. Illiteracy. Numeracy. Basic Education. Learner Teacher Support Material

ABSTRACT An education system has three main components, namely, the education system policy, education system administration, and structure of teaching and support services. In this paper, the focus is on the third component, which is teaching structure or structure of teaching. Curriculum and differentiation lies in teaching structure or structure of teaching. Is the South African curriculum producing the desired material of citizenry for the development of this country? Since the introduction of the Outcomes Based Curriculum and its revision more than twice, learners are perceived to be unable to read, write and calculate. It becomes imperative for the Department of Basic Education to revisit three main basic aspects, which every learner should know and able to do, which are writing, reading (literacy) and numeracy. Basic education should not serve as a conveyor belt to the next level of education phase where learners can talk a lot without the ability to read and write. This paper is a comparative study of South Australia and South Africa's involvement of stakeholders in teaching their children literacy and numeracy as the basis of communication.