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Educational system and media content in the Republic of South Africa

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In this study, the education system of the Republic of South Africa was explored. The study focused on the successes as well as problems faced by the educational system. The research questions focused on the quality of education in the country. It also explored the problems faced by students as they try to gain access to schooling at all levels of the education system. Qualitative methods were used to collect data for the study. More than 120 local newspapers were sampled for the study. The main findings from the study are that although some of the universities are highly ranked among universities in the world, the education system contains inherent problems which include poor teacher quality and outmoded curriculums.

Key words: Education system, content analysis, South African Republic, media messages, colonialism.

INTRODUCTION

Education is shaped by the knowledge, experience and values that exist in the culture of a society" (Özdemir et al., 2012: IV). Such knowledge, experience and values may vary from country to country, and from society to society. The presentation of these differences with samples from different countries and disciplines could contribute to the academic studies in many dimensions. As it is known, comparative education is the study to find out the similarities and differences in the two or more educational studies and how they are (Thomas, 1990: 1). Basically, it is a process during which education policies and practices are borrowed (Aynal, 2012, 207). Reflected in the education system of society or countries by comparative education, issues in economic cultural, political relations, if any, can be revealed. It also provides

the opportunity to obtain in-depth information about different educational systems and to discern differences. In short, it provides data, findings, results and evaluations specific to studies in educational sciences. It guides the decision makers and researchers in the field and contributes to their efforts to understand the problems and to provide solutions.

This study was conducted on the South African Republic (SAR) education system during the period when the researcher was in the country and had the opportunity to gather the relevant data directly from its original source, along with his experiences in the country. In order to reach the aim of the research, answers to the following questions were sought: What are the highlights of the SAR education system? What are the issues

related to the education system that have been the subject of newspapers in the SAR and what are the problems of SAR's educational system?

MATERIALS AND METHODS

It is a descriptive research which employs qualitative research methodology. Document and content analysis were employed. For the descriptions, exploratory, descriptive and explanatory strategies (Büyüköztürk et al., 2008: 248-249) and content analysis were used.

The population of the study is the SAR education system. The sample is the issues related to SAR education system discussed in newspapers which is one of the channels of media.

Data collection tools and data analysis

Research data was obtained from document analysis and newspaper contents. Document analysis consists of data compiled from various sources about SAR and SAR education system. Concurrently, data related to the education system were also compiled from newspapers. The newspapers from which the data were collected were chosen from the ones published between January 2016 and March 2016 in English at the national level. It consists of 10 newspapers per week and 120 newspapers in total. The names of these newspapers are: The Star, The Times, The Citizen, The Pretoria News, City Press, The New Age Newspaper and The Independent. The contents of the newspapers were first classified in order to contribute to the collection of purpose-oriented data and then they were subjected to content analysis. These data were divided into "meaningful and holistic categories to be homogeneous, distinctive and objective" (Bilgin, 2006: 19). They were categorized first by taking into consideration discourses (headings), subject matter subject to title, judiciary term, content, being positive and negative and their connection term and findings were obtained by supporting the analysis of the content (Büyüköztürk et al., 2008: 245-248). Additional document analyses were made during the process of interpretation. Results and suggestions along with the findings were obtained by document and content analysis. During this process, contents related to the issues and topics in SAR education system were prioritized.

FINDINGS

The findings were obtained by classifying the data according to the questions consistent with the purpose of the research.

What are the general topics and highlights of SAR's education system?

"The Republic of South Africa (SAR) has a physical size of 1.219.090 km^2" (South Africa Government, 2016b). Geographically, SAR, which hosts the famous Cape of Good Hope, is located along the long coastline of The South Atlantic and The Indian Oceans. Namibia, Botswana, the Kingdom of Mozambique, Swaziland, and the State of Lesotho which are located in the SAR, are

neighbouring countries. SAR, an African continent country, is located at the far end of sub-Saharan Africa. It is governed by a three-tier constitutional system of democracy at national, state and local level. There are three capitals at national level and seven capitals at state level. National level capitals are the cities where there are the executive, legislative and judicial powers. Accordingly, Pretoria is the capital of the executive. Cape Town is the capital of legislation while the capital of the judiciary is Bloemfontein. The country has eleven official languages. English is used across the country and Afrikaans is the language of communication or the mother tongue in the regions where the communities of Afrikaans (Dutch) live. The rate of use of eleven official languages as compiled by South Africa Government (SAG, 2016a) is as follows: Zulu (isiZulu) 22.7%, Kozan (isiXhosa) 16%, Afrikaans 13.5%, English 9.6%, in Sipidan (cart) 9.1%, Tswana (Setswana) 8%, Sisetho (Sesotho) 7.6%, Songa (Xitsonga) 4.5%, Sesvati (Siswati) 2.5%, Venda (Tshivenda) 2.4%, and Nidebele (isiNdebele) 2.1%.

"The gross national product is three hundred and fifty billion dollars and the per capita income is six thousand and eight hundred dollars" (The World Bank, 2015). According to data from the World Economic Forum (WEF, 2014), "it is the fifty-fifth competitive country of the world". In terms of human development index, it ranks one hundred and eighteenth in one hundred and eighty-seven countries. In terms of the quality of the education system, "it ranks one hundred and thirty-nine among the one hundred forty-three countries" (WEF, 2015).

According to the Ministry of Basic Education, in 25,741 private and public schools, there are 12,655,436 students and 425,090 teachers (Department of Basic Education, 2014). There are twenty-four universities in the SAR. The success ranking of these universities among the world universities, which is compiled in Ranking Web of Universities (RWOU, 2016), has surpassed all the universities in thirty-six countries in sub-Saharan Africa. The name and order of these universities are as follows: University of Cape Town is ranked 332, University of Stellenbosch is ranked 435th, University of Pretoria is 513th, University of Witwatersrand is 521 and University of KwaZulu-Natal is 717. In addition, the University of South Africa (UniSA) is a university that offers open education and has students in SAR and in all sub-Saharan Africa.

As reported by Wolhuter (2006), the educational history of the SAR is divided into three basic periods. It begins with the colonist period between the years 1652 and 1910 which was first managed by Dutch (Afrikaans), then the British. It is followed by the second period between the years 1910 and 1994 which is also referred to as the period of re-formation of the union. During this period, the practices that exemplify the elimination of equal opportunities in education by the government came to life. Practices based on apartheid in the education system have been an important milestone which lasted until

1948, the first phase of this period. Later, some unpredictable efforts to create a different education system have emerged in the regions where African people live, by churches. It is reported that this practice, which was initiated in 1953 and represented oppression and intimidation based on race in education, was called the Bantu education system. One of the results of apartheid and Bantu training practices is the grassroots in Morero (2016): that rose from Soweto and quashed gorily in June 16, 1976, and continued in 1980s and the Bantu education system was abolished in 1994.

As reported by Wolhuter (2006), the third period started in 1994 and it is considered as the current period. It is reported that the beginning of this period is based on an agreement on changing the form of management. This agreement is explained as, instead of colonialist and apartheid regime practices, it is the practice of a new form of government based on the constitutional and liberal economic model in Western Europe. Later, this agreement and the following practices in a sense, has started the differentiation of about 350 years of history, in favour of black peoples. As a reflection of this process in 1994, the first democratic election was held in which all the peoples of the country participated equally. It is highlighted as one of the important results of this election that the political formation supported by the black people took over and the leader of African people Nelson Mandela became the first black-origin president in the SAR.

In the new period that started in 1994, the education system was structured on four basic principles with the curriculum on two basic principles. Principles of the education system as stated by the Department of Basic Education (2011: 2) are "democratization, equality, multicultural education and ending race discrimination". The principle of the curriculum is output-based curriculum model and national quality framework.

What are the issues related to the education system discussed in newspapers in the SAR?

The findings obtained through the analysis of newspaper contents and the research sample were divided into four categories: (1) university student actions, (2) matric exam results, (3) information technology based projects, and (4) other topics.

University student actions usually consisted of a theme after "#" and followed by slogan expressions "MustFall". Two of these titles are "#AfrikaansMustFall" and "#OutsourcingMustFall" which meant Afrikaans must be compulsory medium of instruction and the contracted employees must be tenured (Goba, 2016). There are such explanations, referring to the party called Economic Freedom Fighters (EFF), as "according to the EFF student commander, about 2000 students from the EFF participated in the protests". The protests have been

lasting for 4 days. They are student protests. The same content also included the statements of the government officials: "Such requests will be assessed. However, there was a statement that the decision-makers in this matter are not the student movements but university senates" (Makhetha, 2016). The representative of the Ministry of Higher Education: "We do not approve of closure of schools and classrooms by protests in universities. The Higher Education Law in the SAR was updated and revised in 2007. Here the applications of higher education are carried out in accordance with the government's priorities and programs on the basis of White Paper 3 adopted by the Ministry of Education adopted in 1997 and development plans" (The Star-leter, 2016). In the content, the basic principles of Higher Education are also explained. These are: "to provide opportunities for young people to receive quality and equitable education, academic freedom, independence of institutions, accountability and pre-dialogue". The theme of tuition fees should be abolished by using "#feeMustFall" (Makhetha, 2016) and Monama (2016a). In addition, although it was not directly related to education, it was seen that the newspapers in the sample had some other themes in the same period. These are the themes "#RhodesMustFall" which means philiosophy of Rhodes must end and "#ZumaMustFall" which means President Zuma must go (Goba, 2016).

The results of the matric exam were mainly focused on the low level of student achievement, the measures to be taken, and the ways in which alternative learning opportunities were brought to life. "The success indicator of the 12 schools in KuwaZulu Natal is zero" (Antuli, 2016) has formed the content. Regional authorities of the ministry of education denied this. "An assessment meeting was held because of the fact that the matric test results of 12 class students who were studying in the KZN region decreased by 9% compared to the previous year" (Antuli, 2016). In this content, "the state and regional politicians, municipal and school representatives, and parents also gathered in schools to evaluate what could be done to make the results better" was also included.

"That National Financial Assistance Policies (NFAP) also include the students who cannot succeed in the matric exam and cannot go to university and the students benefit from these resources are discussed in the annexes" (Nzimande, 2016). Here, NFAD, "in 21 main sectors, it is explained that there is a program that provides financial support for vocational training and establishment of business, especially for university and vocational education institutions". Similar content is analysed in the Mlambo (2016) with the help of visuals in about 6 full pages.

One of the contents related to the decrease in the success rate of the matric exam is attributed to "unavailability of quality and equalitarian education" by Prince (2016). In the continuation of this content, the

Table 1. Information technology based education projects in SAR conducted by national and regional state organisations.

Subject	Reference	Explanation
Smart schools project	Phaladi (2016, Feb. 10)	64000 tablet computers were distributed in 2015. 81% of them have been returned and most of the 12000 computers have been stolen, as also reported by the police. Tracking chips that were installed on the computers to prevent robbery have been removed from computers which have made tracking impossible.
	Prince (2016, Jan. 27)	Smart schools started to be built. Students can access instructional materials anywhere. To this end, internet connection, laptop computers to teachers, tablet computers (88000 pcs) to students and smart board, eBooks and multimedia contents to learning environments have been delivered.
Paperless classes project	Ndlazi (2016, March 10)	Piloting started with 12. Grades in 7 schools in 2015. It will be followed by 11 and 10 grades. 8 and 9 grades will also be included in the project after 5 years. Total number of students will reach 62000 in 2018. The budget of the project is 17 Billion Rand (around $ 1.2 billion).
Projects by the National Education Ministry	Isaacs (2015, s. 61-63)	Operation Phakisa ICT in Education Lab, ICT Resources for Teacher Centres", SA Connect: Broadband Access to Schools, "Ukufunda Virtual School, DBE Television Channel and South African National Research and Education Network (SANREN).
Projects conducted by regional education ministries	Isaacs (2015, s. 61-63)	The Internet Broadcast Project (IBP) in the Free State, Gauteng Paperless Classrooms Project, Western Cape Education Department's Smart Classrooms and e-Learning Project.
Projects conducted by other institutions	Isaacs (2015, s. 61-63)	-OER Africa Project, "OER@UNISA -University of Cape Town (UCT) projects

opinions of the ministry officials are also included. According to them, "one of the reasons why the success rate in the matric exam seems to have fallen is due to the fact that the results are declared community based, which is different from the previous ones. It is not partly correct to compare the results with previous years. Nevertheless, it is explained that the results will be analysed in depth, the ideal solutions will be produced and also the students who fail in the matric exams will alternatively be directed to vocational education by taking into consideration the existing sources".

Studies on creating an education and training environment based on information technology are another category topic that has been the theme of newspaper content. A content about the Smart Schools Project which is shown in Table 1 included in Phaladi (2016), based on a spokesperson for the Ministry of Education. According to the news "of the 64000 tablet computers that were distributed in 2015, 81% of them have returned and 12000 of them have been stolen as reported in police records". Further in the content, it is stated that, as a precaution, before the tablet computers were distributed, the tracking chips were installed against such potential problems, but still it was not possible to follow up because these chips were removed from a

significant number of the lost tablets". In Monama (2016b), a similar content related to non-returned tablets and the chips that were removed were reported.

"Paperless classes project" which was launched in Guateng province, Prince was made news in Ndlazi (2016) referring to the spokesman of the education ministry and in Prince (2016) referring to the explanations made by the Project manager. In the news, it is reported that the project was started in the 12th class of 7 schools in 2015 as pilot implementation in its general scope. It is highlighted that "In the coming years, firstly the 12th grade of all schools in the state, then the 11 and 10th grades in the order, and the 8-9th grade at the end of the 5 years, will be included in the project and the project will be completed by reaching 62000 students in 2018". It was also covered in the contents that the project budget was 17 billion Rand (about $ 1.2 billion) and that the project is expected to increase student achievement and their learning performance.

With the contents in Prince (2016a)'s news, the following findings were reached. Guateng province, state plan and e-learning activities in national development plans are included. "Smart schools have begun to be built for students to give them access to teaching tools inside and outside the school. In the smart schools project,

88000 tablet computers have been used so far. It was reported that with the project, internet connection to the schools, laptop computers to the teachers, tablet computers to the students would be provided and the teaching environments would be supported by smartboard, e-book and multimedia content".

In this study, the last headline, which was the theme of the newspaper content categorized as "other subjects" was discussed. This topic, compared to the other three elements associated with the education system, included very limited themes in terms of the number of subjects discussed in the content. These are: "Crowded classrooms, teachers' staying away from education-environment for a long period of time, access to education, not being able to benefit from the opportunities of education because of racial and social inequality.

Ange Motshekga, the Minister of Basic Education, evaluated the crowded classes in The Star (2016). The Minister stated that, "the crowded classes were a problem in poor, backward places and urban centres, and they were working on alternative ways to solve the problem, such as placing five students in each class in other schools or setting up mobile classes".

Prolonged detachment of teachers from the education and teaching environment, which caused the disruption of the education, was also discussed in Prince (2016b). According to the teachers' views, the most important reason why they stay away from education environment is their health problems.

A campaign was included in The New Age (2016: 2a). This campaign focuses on the provision of financial resources to increase access to education of the successful students who are hindered due to economic reasons. It was reported in Petersen (2016) that the lack of adequate educational opportunities due to racist and social inequality was one of the reasons for failure in the SAR education system, which was also revealed by a research conducted by the Institute of Race Relation (IRR). The author in the field of mathematics, 35% of the participant's success score is above 40% in the matric exam. However, according to the races of the students who achieved this success, it was 83% White, 69.7% Indian, 46.3% Mixed Race and 28.5% Black.

A wide range of content for the SAR education system titled "Analysis" section and "Education: A lot of things had to be done" was discussed in Morero (2016). It has been reported that the content was prepared by an opinion leader. Here, issues and recommendations related to the SAR education system are included. These are compiled as follows: "Although 22 years have elapsed since the abolishment of the Bantu education system, the problems in the education system still persist". According to that, curriculum should be redesigned. Access to teaching and learning materials, including village and town schools, should be supported". Considering that in Guateng region, "8.5% of the school is built on a prefabricated foundation" reconditioning the physical infrastructure is recommended. "The cooperation between schools and the society should be ensured more effectively with different partnerships". "Schools should open their doors to all learners and cultures as an example of their libertarian character. Quality training should be provided in such a way as to help them become critical thinkers and producers. The state should not be the sole source of school budgets. School mappings must be supported". The explanation that "School family cooperation is necessary" was also included.

RESULTS

SAR is geographically located at the far end of the African continent. In a rare way, one of the neighbouring countries is entirely within the SAR boundaries. It has three separate capitals in three different cities where the executive, legislative and judicial powers are represented. There are also seven separate state capitals in seven different states. There are eleven official languages.

According to WEF (2014) data, SAR has more qualified education than thirty-five countries in sub-Saharan Africa. Despite all this, according to 2014 data, the education system is one hundred and thirty-ninth among the hundred and forty-three countries. According to 2016 data, it is the world's fifty-fifth most competitive country. There are twenty-four universities in the SAR. Among them, five are more successful than all universities in thirty-five countries in sub-Saharan Africa.

Although SAR has used similar information technologies and practices in education and training, with the other countries in the world, they are effective, large, rich, comprehensive and unique project activities. From these project activities, it is evaluated that smart schools and paperless class projects are among the sample projects that could be analysed in the educational studies.

In the SAR education system, quality problems are observed in student outcomes, programs and textbooks. There are crowded classes. Teachers stay away from the teaching environment for a long time due to different reasons. There are problems of physical infrastructure, access to teaching and learning materials, and school mapping problems.

The colonialist, apartheid and Bantu education experienced in the past create weaknesses in the level of readiness for education. This triggers problems on the basis of student achievement, economic, racist and social inequality, and/or leads to problems of education and opportunity inequality.

DISCUSSION

The quality of the education system of the SAR is one hundred and ninety-nine among the hundred and forty-three countries compared to the data of the WEF in 2014.

Moreover, the fact that the other thirty-five sub-Saharan countries are not included in this comparison is an important indicator that they are worse than this ranking. It is possible to explain this by supporting the success ranking data of the world universities, which are presented in RWOU (2016). Here, 5 of the 24 universities in SAR are ranked as the most successful while three hundred thirty-second and fifth are ranked as the seven hundred and seventieth in the ranking of success.

When some quantative indicators of education are compared with Turkey, SAR has one and half times bigger physical size; two by three student population and almost half the number of teachers. This also gives the opportunity to compare the number of students per teacher. As it is known, the number of students per teacher is one of the most important indicators in terms of revealing the qualities of the education system. SAR has about 25% less number of teachers when compared with Turkey. However, this data is not necessarily the final indication of the quality of education. In addition to these general indicators of the education system, some data obtained from the analysis of newspaper contents also provide indicators for the past, present and future expectations of the SAR education system. In addition, some data reveal problems related to the SAR education system. The content in Petersen (2016) refers to social inequalities and racism and in one sense, implies one of the problems of the education system. According to the results of the matric exam of 2014, the results of mathematics discipline, 35% of those who participated in the exam, had more than 40% exam success. However, when the 35% of those who participated in the examinations and achieved this success were investigated according to their races, it was stated that the ratios of white were 83%, Indians 69.7%, Mixed Race 46.3% and Black 28.5%.

All systems are renewed, they change and are found in the differentiation adventure through transformation in the process. Özdemir et al. (2012: 62-63) have explained this adventure under the title of some basic problems that need to be resolved in Turkish education system. According to them, the main problems of the Turkish education system are as follows: interests and abilities are not considered. There are crowded classes and schools. There is a qualification problem in the program and textbooks. It is managed with a solid centralized management approach. A modern in-service training system has not been established. Education management is not professional. There is no equal opportunity in education. There is no guidance. Vocational education students experience problems when they go on to higher education.

Identifying the similarities and differences between the Turkish education system's problems in this sample and the SAR sample reflected in the newspaper contents is believed to provide concrete and authentic content to the studies of comparative educational sciences. The problems of Nigeria education system are reported by Osarenren-Osaghae and Irabor (2018: 91) as follows: "Nigeria education system brings worry to the hearts of all stakeholders because education goals such as producing skilled and professionally competent graduates, basic education for all, education for technological advancement, all to fulfil the dream of national development and prosperity, are yet farfetched from being a reality".

The bad examples in the past experiences penetrate the educational level of society, and as summarized by Şimşek, 2014: 103-119, leads to weakness in institutional capacity, and in a spiral manner, in the target group; social characteristics, socio-economic position, education-related attitude, future goal and the individual differences that affect it, intelligence, talent, interest, learning style, pre-knowledge, personality structure, locus of control, motivation, self-efficacy perception. On the other hand, in the current education system, there is no legal limitation on racial basis in access to education. However, we can talk about the opposite stance or internal resistances formed by the aforementioned spiral. This could be the second reason, the researcher's comment which he based on his observations in the country that it is one of the biggest obstacles on the way to reach qualified educational environments which will integrate all the people from different races. Despite all this, it is obvious that these are an evaluation that directs the discussions and researches, and the actual result can be revealed through in-depth studies. In this context, applications based on Apartheid and Bantu Education System, including the colonial period and 1948-1994, which were presented in Wolhuter (2006), should be examined in depth and can be researched to answer how it caused unqualified educational outcomes on racial basis, if any.

The matric exam is a very important milestone in the lives of young people (Nzimande, 2016). Matric is based on the word matriculation. It is the general name of the national exams at the end of the high school. In short, "matric" is used with the expression. It is carried out in schools under the coordination and supervision of public administration. Measurement-evaluation principle is a test application based on the principle of answering open-ended questions in written form for a limited number of courses included in the curriculum. The result of the examination is based on the advanced certification exams at national level and the document to be given as the success indicator to be used for admission to the university.

In the matric exam results, when we look at the low level of student achievement and the contents of the newspaper and compare them with the problems of the Turkish education system that are described by Özdemir et al. (2012: 62-63), it is possible to state that there is no equal opportunity and there are problems such as the qualification of the programs and textbooks, which do not consider the abilities and interests.

It is widely accepted in the literature that use of technologies in education effectively has many positive implications. In our time, the learners can access knowledge and improve their skills anywhere and anytime (Shamim and Raihan, 2016). Hence, the schools in SAR also started to integrate information technology tools in education in 1980s concurrently with the whole world (Howie et al., 2005). Digital divide (Ndlovu and Lawrence, 2012), namely unequal digital access topics, took place during the period of 2008 to 2012. In SAR schools, information technology (IT) courses are elective up to ninth grade, and are optional or compulsory according to the type of curriculum in grades 9 to 12. Elective IT courses have four main outcomes. These are software - hardware, e-communication, social-ethnic issues and programming-software development as compiled in Department of Basic Education (DBE, 2011). IT courses are compulsory in grades 9 to 12. The information and outcomes expected to be taught in these courses are social and economic applications, system analysis, problem solving, logical thinking, knowledge management and communication (DBE, 2011: 8). All these support the following approaches.

In the SAR, it has been observed that many projects have been done for the inclusion of IT in the education system. They are more of a hardware-based work, such as tablet distribution, smartboard and server system setup and provision of internet connections (Isaacs, 2015: 23). Projects such as SchoolNet SA and Teach to the future (Mdlongwa, 2012: 3) can be evaluated in this context. Isaacs (2015: 61-63) contains the projects carried out with the ministry of national education. These are: Operation Phakisa ICT in Education Lab E, "ICT Resources for Teacher Centers", "SA Connect: Broadband Access to Schools", "Ukufunda Virtual School for, DBE Television Channel and South African National Research and Education Network (SANREN)". "The Project Gauteng Paperless Classrooms", "The Internet Broadcast Project (IBP) in the Free State and the Free Western Cape Education Department's Smart Classrooms and e-Learning Project" are conducted by regional education authorities. There are also projects carried out by independent parties. These are OER Africa Project, OER at UNISA "and" University of Cape Town (UCT) projects.

According to the SAR education system, Smart School Project and the Gauteng Paperless Classrooms Project of the Gauteng state are among the projects highlighted in terms of cost and scope and technological content over the past three years. The Gauteng State Paperless Classes project was announced in 2015 by the Ministry of Education of Gauteng, one of the nine states in the country. Instead of paper based material used in the classrooms, comprehensive digital technologies have been used to provide education opportunities at international level. It is estimated that the budget will be $ 1.7 billion. There are contents that support education by

tablet computer, server broadcasts, network and 4G connections (Mashaba, 2016). It was started in pilot schools and is planned to be expanded to all schools in the state in the year 2017/2018.

It is considered that there are significant initiatives for the use of information technologies in education in SAR, and these initiatives are effective, large, comprehensive and unique. It is considered that among these projects, the smart schools and paperless classes projects may be among the case studies that will be analysed in terms of scope and content in education studies.

Other issues related to the SAR education system have been reported in media messages and are discussed as the title of category in the findings. It is seen that the findings in this category are included in the newspaper contents in the form of problem and suggestion based contents. According to this, the problem-based news content includes the crowded classes, teachers away from teaching environment for a long time, being unable to access to education due to economic problems, racist and/or social inequality based issues and apartheid and Bantu education system. Suggestion-based news content is structured around topics such as redesign of teaching programs, access to teaching and learning materials, updating of physical infrastructure, school mapping and school family collaboration.

Findings from the analysis of the contents of newspaper news related to SAR education system and Özdemir et al. (2012: 62-63) show that some of the main problems of the Turkish education system are also present in SAR. In Turkey, there are crowded classrooms and schools". There are no equal opportunities in education. In the SAR education system, there are also crowded classes. Teachers stay away from the teaching environment for a long time, because of different reasons. Due to economic, racist and social inequality, there is a problem of not being able to access education. There are problems based on apartheid and Bantu education system of the past and the problems such as physical infrastructure update, access to teaching and learning materials and school mappings which are the topics in the suggestions.

Suggestions

The SAR education system has unique examples in many respects that will contribute to better understanding of education system and more effective planning with positive and negative examples and allow for comparison. These examples are not only success stories. On the one hand, it has the most successful educational institutions on the continent. On the other hand, compared to the rest of the world, it also has contradictions that are important indicators of failure. The matric exam is an examination system that includes open-ended question technique, measurement and evaluations based on output-based

curriculum design, diploma and university placement. There are effective, large, comprehensive and unique project activities for the use of information technology, some of which have similar applications in the world. It has concrete examples with its diverse groups that make up the society for multicultural and multilingual educational science studies. The researcher anticipates that the original topics, primarily this theme and the content, related to SAR education system will provide data for other studies. Therefore, it was suggested that in-depth studies into these will be appropriate for educational sciences.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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