

# Action Plan to 2014: Towards the Realisation of Schooling 2025



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

# Schooling 2025: The vision

The following captures where the DBE would like to be in 2025:

## Learners ...

Attend school on time, every day, and take their schoolwork seriously. They have access to computers, a good meal, sporting and cultural activities. They have respectful relationships with their friends and dependable teachers.

## Teachers ...

Are confident, well-trained, and continually improving their capabilities. They are committed to giving learners the best possible education, thereby contributing to the development of the nation. They enjoy job satisfaction because their conditions of service are decent and their pay comparable to that of other professions.

## School principals ...

Ensure teaching takes place as it should, according to the national curriculum. Through responsible leadership, they promote harmony, creativity and a sound work ethic within the school community and beyond.

## Parents ...

Are well informed about what happens in the school, and receive regular reports about how well their children perform against clear standards that are shared by all schools. They know they are listened to, and any concerns will be dealt with by education authorities at all levels.

## Learning and teaching materials ...

Are in abundance and of a high quality. Learners and teachers know how to use computers in the school to access information they need.

## School buildings and facilities ...

Are spacious, functional, safe and well-maintained. Learners and teachers look after their buildings and facilities because they take pride in their school.



# Action Plan to 2014

This draft Action Plan is the DBE's strategy to strengthen weak areas in the education system that have been identified as needing support. It has been developed in line with the Presidency's 2009 national strategic planning, and draws direction from the guiding document *Improving Government Performance: Our approach*.

By improving performance in these identified areas, learners will benefit from a higher quality education. The nation as a whole will also benefit as school graduates with better skills and knowledge levels enter further and higher education, and the workplace.

This document summarises the draft Action Plan the improvements that can be expected, as well as what ordinary citizens can do to contribute towards better schooling.

## Short-term goals, long-term vision

The draft Action Plan sets out the goals that the national education system will be working towards, and the actions to achieve these goals, by 2014. These are the first steps towards realising the bigger, more long-term vision of quality education in schools by 2025. This vision is called *Schooling 2025*.

## Everyone has a part to play

As far as possible, the Action Plan indicates for each stakeholder in the system what activities they should be engaged in to realise each goal in the plan. It also suggests ways that those outside the education system can also provide resources or expertise in support.

## Clear goals, flexible strategies

The Action Plan sets out 13 goals to be achieved related to learning and enrolment. In addition, it sets out 14 areas in education which need to be improved to reach these goals. The DBE is not, however, telling people exactly what they must do to achieve these goals. The approach is to allow a degree of flexibility so that schools and their communities can come up with strategies that best suit their own situation.

## Measuring progress: Annual National Assessments (ANA)

Each year, all learners in Grades 1 to 6 will write national tests in languages (home language and first additional language) and mathematics at the end of the year. The purpose is to establish an objective national benchmark by which to measure literacy and numeracy achievement levels in primary schools, so that improvement can be accurately assessed, and appropriate interventions designed where additional support is needed.

Teachers will mark these standardised tests according to instructions provided by the DBE.

Parents will receive the ANA results in learners' annual report cards at the end of the year. School Governing Bodies (SGBs) will receive a district-wide ANA report, which will be shared by other parents of the school, to allow them to compare their own ANA results with those of other schools in the district.

The objective in making the results public is not to shame schools, or create perceptions of "winners" or "losers", but rather to give schools and their parent communities an idea of how their achievements compare to those at other schools.

In 2011, ANA tests in languages and mathematics will be introduced for Grade 9 learners.

# The goals of the Action Plan

The Action Plan has 27 goals.

Goals 1 to 13 deal with outputs we want to achieve in relation to learning and enrolments.

## Output goals focusing on minimum quality standards

- 1 Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum language and numeracy competencies for Grade 3.  
**2009 baseline:** +/- 48% (literacy) and 43% (numeracy); **2014 target:** 60% for both subjects
- 2 Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.  
**2009 baseline:** +/- 37% (literacy) and 19% (numeracy); **2014 target:** 60% for both subjects
- 3 Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.  
*Baseline and targets will be determined after 2010 ANA.*
- 4 Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.  
**2009 baseline:** +/- 110 000; **2014 target:** 175 000
- 5 Increase the number of Grade 12 learners who pass *mathematics*.  
**2009 baseline:** +/- 125 000; **2014 target:** 180 000
- 6 Increase the number of Grade 12 learners who pass *physical science*.  
**2009 baseline:** +/- 120 000; **2014 target:** 170 000

## Output goals focusing on improving average performance

- 7 Improve the average performance in *languages* of Grade 6 learners.
- 8 Improve the average performance in *mathematics* of Grade 6 learners.
- 9 Improve the average performance in *mathematics* of Grade 8 learners.

## Output goals focusing on access and progression

- 10 Ensure that all children remain effectively enrolled in school up to the year in which they turn 15.  
**2008 baseline:** 97.4%; **2014 target:** 99%
- 11 Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.  
**Indicator 1 (% Grade 1 learners who've received formal Grade R):**  
**2008 baseline:** 51%; **2014 target:** 80%, but 100% if non-formal ECD is included.  
**Indicator 2: The enrolment ratio of children aged 0 to 5**  
**2008 baseline:** 25%; **2014 target:** 37%
- 12 Improve the grade promotion of learners through the Grades 1 to 9 phases of school.  
**Indicator 1: % of children aged 9 who have completed Grade 3:**  
**2008 baseline:** 59%; **2014 target:** 65%  
**Indicator 2: % of children aged 12 who have completed Grade 6:**  
**2008 baseline:** 46%; **2014 target:** 52%
- 13 Improve the access of youth to Further Education and Training beyond Grade 9.  
**Indicator 1: % of youth who have received an NSC:**  
**2008 baseline:** 40%; **2014 target:** 50%  
**Indicator 2: % of youth who obtain FET qualifications.**  
**2008 baseline:** 41%; **2014 target:** 65%

**Goals 14 to 27 deal with how to achieve the 13 output goals.**

### **Teachers**

- 14** Attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession.
- 15** Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided.
- 16** Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- 17** Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
- 18** Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

### **Learner resources**

- 19** Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
- 20** Increase access amongst learners to a wide range of media, including computers, which enrich their education.

### **Whole-school improvements**

- 21** Ensure that the basic annual management processes occur across all schools in the country in a way that contributes towards a functional school environment.
- 22** Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.

### **School funding**

- 23** Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.

### **School infrastructure and support services**

- 24** Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach.
- 25** Use the school as a location to promote access amongst children to the full range of public health and poverty reduction interventions.
- 26** Increase the number of schools which effectively implement the inclusive education policy and have access to centres which offer specialist services.
- 27** Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partly through better use of e-Education.

## **Action Plan to 2014: An invitation to have your say**

The Department of Basic Education (DBE) has developed a detailed draft Action Plan to improve the quality of education in our public schools.

This draft Action Plan 2014 has already benefited from consultation with and input from key education stakeholders, including provincial education departments and teacher unions.

This process of consultation and debate is continuing, and seeks to include your input, as well as input from school communities (governing bodies, principals, educators, parents and learners); further and higher education institutions; faith organisations; businesses; and education experts and NGOs.

# Notes

