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NATIONAL ASSEMBLY

FOR WRITTEN REPLY

QUESTION 1487

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(INTERNAL QUESTION PAPER: 21/2013)

Mrs A T Lovemore (DA) to ask the Minister of Basic Education:

- (1) (a) What are her department's targets for the (i) 2013-14, (ii) 2014-15 and (iii) 2015-16 financial years for the percentage of schools with a very basic level of infrastructure and (b) how is a very basic level of infrastructure defined;
- (2) what are her department's targets for the (a) 2013-14, (b) 2014-15 and (c) 2015-16 financial years for the percentage of learners with their own core textbook for every subject in every grade;
- (3) what are her department's targets for the (a) 2013-14, (b) 2014-15 and (c) 2015-16 financial years for the percentage of Grade 3 learners performing at the required (i) numeracy and (ii) literacy level;
- (4) what are her department's targets for the (a) 2013-14, (b) 2014-15 and (c) 2015-16 financial years for the percentage of Grade 6 learners performing at the required (i) mathematics and (ii) language level;
- (5) what are her department's targets for the (a) 2013-14, (b) 2014-15 and (c) 2015-16 financial years for the percentage of Grade 9 learners performing at the required (i) mathematics and (ii) language level?

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RESPONSE

(1)(a) (i) (ii) (iii)

The Targets as set out in the Department's Action Plan to 2014: Towards the Realisation of Schooling 2025 are as follows;

Year	2009	2010	2011	2012	2013	2014	2015	2016
Target	71	84	88	92	96	100	100	100

The Department of Basic Education (DBE) has also identified inadequate maintenance of our facilities as a major obstacle in achieving and maintaining basic safety, mainly because inadequate maintenance on existing infrastructure merely adds to future infrastructure backlogs. The Department of Basic Education developed facilities maintenance guidelines for public schools to assist provinces in implementing maintenance strategies. The available Education Infrastructure funds are however, not enough to address all the backlogs and at the same time be sufficient for new infrastructure needs. As a result, infrastructure and maintenance backlogs need to be addressed in segments with a priority given to key strategic infrastructure components such as sanitation, provision of water and electrification of our schools.

It should however be mentioned that the Education Sector targets are informed by the overall National Government Strategy, being the National Development Plan (NDP). Currently NDP proposals are being incorporated into the existing activities of departments and broken down into the medium and short-term plans of government at national, provincial and municipal level. The NDP, Chapter 9 deals with the improvement of education, training and innovation, the proposals for school infrastructure align with existing Education Policy and the Action Plan to 2014 Towards the Realisation of Schooling 2025. The following specific goals are set:

- Eradicate infrastructure backlogs.
- All schools should meet the minimum standards by 2016.
- Undertake an infrastructure audit to enable proper planning. By 2030, all schools should have high quality infrastructure.

b) Basic Safety in the sector is defined as: (that is, whether there are factors present which may cause harm to learners and educators and hamper the carrying out of the core functions of a school) include the following:

- Appropriate water supply
- Appropriate electricity supply
- Appropriate sanitation
- Appropriate fencing
- No inappropriate materials or structures
- No danger to learners
- No overcrowding

(2) Targets to be set after better baseline data becomes available.

- (3) (a) (i) (ii) 60% for both Grade 3 numeracy and literacy in 2014.
(b) (c) (i) (ii) 75% for both Grade 3 numeracy and literacy in 2019.
- (4) (a) (i) (ii) 60% for both Grade 6 Mathematics and Language in 2014.
(b) (c) (i) (ii) 75% for both Grade 6 Mathematics and Language in 2019.
- (5) (a) (i) (ii) 60% for both Grade 9 Mathematics and Language in 2014.
(b) (c) (i) (ii) 75% for both Grade 9 Mathematics and Language in 2019.