

NATIONAL ASSEMBLY

FOR WRITTEN REPLY

QUESTION 1680

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

- (1) What are her department's targets for the (a) 2013-14, (b) 2014-15 and (c) 2015-16 financial years for the improvement in grade promotion of learners through Grades 1 to 9, as per Goal 12 of Action Plan to 2014: Towards the Realisation of Schooling 2025;
- (2) what are her department's targets for the (a) 2013-14, (b) 2014-15 and (c) 2015-16 financial years for ensuring that the availability and utilisation of teachers are such that excessively large classes are avoided, as per Goal 15 of the plan;
- (3) what are her department's targets for the (a) 2013-14, (b) 2014-15 and (c) 2015-16 financial years for the increase in access amongst learners to a wide range of media, including computers, which enrich their education, as per Goal 20 of the plan;
- (4) what are her department's targets for the (a) 2013-14, (b) 2014-15 and (c) 2015-16 financial years to ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to teach, as per Goal 24 of the plan;
- (5) what are her department's targets for the (a) 2013-14, (b) 2014-15 and (c) 2015-16 financial years for the increase in the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services, as per Goal 26 of the plan? NW2027E

Response

- (1) Goal 12: Improve the grade promotion of learners through Grades 1 to 9. There are two indicators for this goal.

(i) The percentage of children who turned 9 in the previous year who are currently enrolled in Grade 4 (or a higher grade). The targets for this indicator are as follows:

- (a) 64 (2013)
- (b) 65 (2014)
- (c) 75 (2019)

(ii) The percentage of children who turned 12 in the previous year who are currently enrolled in Grade 7 (or a higher grade). The targets for this indicator are as follows:

- (a) 51 (2013)
- (b) 52 (2014)
- (c) 60 (2019)

- (2) Goal 15: Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.

The Department has done extensive work on Goal 15. In April 2013, CEM approved a strategy document detailing the strategy on recruitment and deployment of educators which was developed in conjunction with the PEDs. The document outlines strategies and guidelines for management of the post provisioning process, the deployment of educators in the system, including addressing the challenges related to the utilization of educators declared additional to post establishments. The overall aim of the strategy document is to ensure stability in staffing at school level and to improve efficiency in processes for the deployment of educators. This work will provide a basis for setting targets for this goal.

- (3) Goal 20: Increase access amongst learners to a wide range of media, including computers, which enrich their education.

In consultation with provincial library coordinators the Department of Basic education (DBE) has developed Library Information Services (LIS) Sector plan to promote access to LIS and to provide a structured environment for provinces to report. The developed LIS sector plan was approved and distributed to provincial HODs to support implementation in provinces, districts and schools. This will provide a strong basis for developing targets for this goal.

- (4) Goal 24: Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to teach.

The indicator for measuring progress for this goal is: the percentage of schools complying with a very basic level of school infrastructure. The targets for this indicator are as follows;

- (a) 96 (2013)
- (b) 100 (2014)
- (c) 100 (2019)

- (5) Goal 26: Increase the number of schools that effectively implement an inclusive education policy and have access to centres that offer specialist services.

The indicator for measuring progress for this goal is: the percentage of learners in schools where at least one educator received specialised training in the identification and support of special needs. The targets for this indicator are as follows;

- (a) 71 (2013)
- (b) 80 (2014)
- (c) 100 (2019)