

THE DEPARTMENT OF BASIC EDUCATION (DBE) HAS DEVELOPED A DETAILED ACTION PLAN TO IMPROVE THE QUALITY OF EDUCATION IN OUR PUBLIC SCHOOL

It is our hope that the current plan will inspire, inform and guide the many men and women working for a better basic education in South Africa.

The full Action Plan to 2019: Towards the Realisation of Schooling 2030 is available on:

<http://www.education.gov.za/Curriculum/ActionPlanto2019.aspx>

The full Action Plan to 2014: Towards the Realisation of Schooling 2025 is available on:

<http://www.education.gov.za/Curriculum/ActionPlanto2019.aspx>

THIS DOCUMENT IS AVAILABLE IN ALL 11 SOUTH AFRICAN LANGUAGES

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- isiZulu
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Action Plan to 2019 Towards the Realisation of Schooling 2030

ENGLISH



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





SCHOOLING 2030 :The Vision

The following indicates where the DBE would like to be in 2030:

LEARNERS

Learners **attend school every day and are on time** because they want to come to school, the **school is accessible** and learners know that if they miss school when they should not, some action will be taken. Learners **understand the importance of doing their schoolwork**, in school and at home, and they know their school will do everything possible to get them to learn what they should.

TEACHERS

Teachers **receive the training they require; continuously improve their capabilities** and are confident in their profession. **Teachers understand the importance of their profession** for the development of the nation and do their utmost to give their learners a good educational start in life.

THE SCHOOL PRINCIPAL

The school principal **ensures that teaching in the school takes place as it should**, according to the national curriculum and understands his or her role as a leader whose responsibility is to promote harmony, creativity and a sound work ethic within the school community and beyond.

PARENTS

Parents are **well informed about what happens in the school**, they are keen to be involved in school affairs and receive regular reports about how well their children perform against clear standards that are shared by all schools. Parents know that if something is not happening as it should in the school, the principal or someone in the department will listen to them and take steps to deal with any problems.

GOAL 16 *:** Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.

GOAL 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

GOAL 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

EDUCATIONAL MATERIALS

GOAL 19*:** Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.

GOAL 20: Increase access amongst learners to a wide range of media, including computers, which enrich their education.

SCHOOL MANAGEMENT

GOAL 21*:** Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.

COMMUNITY PARTICIPATION

GOAL 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

GOAL 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 BUILDINGS AND FACILITIES

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.

LEARNER WELL-BEING

GOAL 25: Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.

GOAL 26: Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.

GOAL 27*:** Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.



GOAL 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.

GOAL 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.

GOAL 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.

GOAL 4: Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.

GOAL 5: Increase the number of Grade 12 learners who pass *mathematics*.

GOAL 6: Increase the number of Grade 12 learners who pass *physical science*.

GOALS 7 TO 9: IMPROVING AVERAGE PERFORMANCE

GOAL 7: Improve the average performance of *Grade 6* learners in *languages*.

GOAL 8: Improve the average performance of *Grade 6* learners in *mathematics*.

GOAL 9: Improve the average performance of *Grade 9* learners in *mathematics*.

COMPULSORY SCHOOLING

GOAL 10: Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.

ACCESS TO ECD AND GRADE R

GOAL 11 *:** Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.

GOALS 12 TO 13: IMPROVING GRADE ATTAINMENT

GOAL 12: Improve the grade promotion of learners through Grades 1 to 9.

GOAL 13: Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.

“Goals 14 to 27 deal with the how of achieving the 13 output goals described above.”

TEACHERS

GOAL 14: Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.

GOAL 15: Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.



ACTION PLAN TO 2019

LEARNING AND TEACHING MATERIALS

Learning and teaching materials are in abundance and of a high quality. The national **Minimum Schoolbag** policy which describes the minimum quantity and quality of materials that every learner must have access to is widely understood. There are computers in the schools as an important medium through which learners and teachers access information.

SCHOOL BUILDINGS AND FACILITIES

School buildings and facilities are spacious, functional, safe and well maintained. Learners, teachers and the school community as a whole look after their buildings and facilities because they take pride in their school.

This plan, produced by the Department of Basic Education (DBE), represents another milestone in the journey towards quality schooling for all South Africans. This document takes stock of key developments in the basic education sector since the release in 2011 of the last sector plan, *Action Plan to 2014: Towards the realisation of Schooling 2025 (Action Plan 2014)*. However, there are also shifts of emphasis in the wake of lessons learnt and, very importantly, priorities put forward by the National Development Plan (NDP) released by the President in 2012. In line with the NDP, the planning horizon in the current plan is 2030, and no longer 2025. Secondly, the medium term horizon of government has been set at 2019, and the sector plan has been amended accordingly.

“Making sure that every young South African receives quality schooling is an urgent need.”

The current plan is directed at a broad range of stakeholders involved in the momentous task of transforming South Africa’s schools. These stakeholders include parents, teachers, school principals, officials at the district, provincial and national levels, members of Parliament, leaders in civil society organisations, including teacher unions, private sector partners, researchers, and international partner agencies.

SHORT-TERM GOALS, LONG-TERM VISION

Making sure that every young South African receives quality schooling is an urgent need. Yet, we realise that this cannot be realised overnight. We need a clear vision of where we want to be in 2030, or even before then if possible. And we must make sure that every year we move a bit closer to our vision, recognising that a large improvement is actually an accumulation of many smaller changes.

CLEAR GOALS

The original 27 goals indicated in the *Action Plan 2014* covering a broad range of issues and interventions remain. Of these 27 goals, **13 deal with performance and**

participation outcomes we strive for and 14 deal with the ‘how’ of realising these improvements, in other words actions that needs to be taken to strengthen the sector.

To promote focus within the system, however, **five of the 27 goals remain priority goals**. These deal with **Grade R, teacher development, learning materials, school management and support by district offices**.

The **five priority goals are indicated by *** in the plan and this pamphlet**. The 36 indicators of the 2011 Action Plan, which are attached to individual goals, also remain. A few indicators are high priority indicators and are also marked with***.

INNOVATION PRIORITIES

Though innovation is needed in many areas of the basic education sector, two specific challenges stand out: the **Annual National Assessments (ANA)**, and **e-education**. These two areas receive attention in the next two subsections.

ANNUAL NATIONAL ASSESSMENTS E-EDUCATION

Government has repeatedly stated that it is committed towards establishing a world class assessment system for the grades 1 to 9 band at school which will provide the nation with reliable information on progress with respect to what learners learn, but which will also offer practical tools to help educators and parents focus on the right things.

In moving forward, the DBE envisages a number of ANA milestones, based on lessons learnt and careful consideration of the advice received from external advisors and stakeholders. **One priority is to produce a clear policy statement on the basic logic of ANA, including its intended use by teachers, parents and others at the school and district level**. The DBE will ensure that starting in 2015; **‘verification ANA’ tests will be secure and include anchor items. Adjustment of results using item response theory will moreover be explored**, beginning in 2016. In 2015, the **DBE will generate district-level ANA reports**, using universal ANA data. Finally, the **DBE will continue to engage with a range of experts** on the optimal approaches to take in ANA and will moreover **evaluate ANA on a regular basis through feedback** from teachers, parents and other stakeholders at the school and district levels.

Modern information and communication technologies (ICTs) have the potential to improve and diversify learning to a large degree. ICTs are becoming so widely used in society that an education without them is rapidly becoming an incomplete education. **The DBE will, during 2015, release a draft national strategy on e-education** for the schooling sector for consideration by the large range of e-education stakeholders in the country. The strategy will draw a clear link between **greater use of ICTs and achieving the learning improvement goals** established by the system. The strategy will be clear on what the available technologies are. Thirdly, as e-education involves many players inside and outside government the strategy will be **clear on who these players are, and how they collaborate**.

BY 2030 WE WANT TO ACHIEVE THE FOLLOWING 27 GOALS:

“Goals 1 to 13 deal with specific outcomes of the schooling system, both outcomes relating to enrolment and attainment, and outcomes relating to what learners learn.”

GOALS 1 TO 6: MEETING MINIMUM EDUCATIONAL STANDARDS