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# National Planning Commission

## National Development Plan

11 November 2011

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# Foreword

Masupatsela! We chart a new course, we write a new story.

The Vision Statement and the National Development Plan presented here is a step in the process of charting a new path for our country. By 2030, we seek to eliminate poverty and reduce inequality. We seek a country wherein all citizens have the capabilities to grasp the ever-broadening opportunities available. Our plan is to change the life chances of millions of our people, especially the youth; life chances that remain stunted by our apartheid history.

South Africa has the means, the goodwill, the people and the resources to eliminate poverty and reduce inequality. It is within our grasp. But it will not happen unless we write this new story; a story of people, their relationships, their dreams and their hopes for a better tomorrow. We want our children and young people to have better life chances than we have.

At the core of this plan is a focus on capabilities; the capabilities of people and of our country and of creating the opportunities for both. The capabilities that each person needs to live the life that they desire differs, but must include education and skills, decent accommodation, nutrition, safe communities, social security, transport and job opportunities. The capabilities that the country needs to enable citizens to thrive include a capable state, leadership from all sectors of society, a pact for mutual sacrifice and trust.

The National Planning Commission is not a government department. It consists of 26 people appointed by the President to advise on issues impacting on long-term development. This gives the commission the license to be honest, bold, cut through the silos of government and take on board the views of all South Africans. It also requires us to be humble, never pretending that we have a monopoly on wisdom. This is a proposed development plan, subject to public comment and criticism.

In addition to the sweat of the commissioners who have each made huge sacrifices over the past 18 months, the development of the plan has involved thousands of people who have contributed to the development of the proposals contained herein.

The work of the commission does not stop in 2011. Our term is a five-year one, and requires the commission to deepen the planning process, cover areas that we have been unable to cover in this first plan and provide detailed reports on issues outlined in our mandate.



Trevor Manuel, MP  
Minister in the Presidency  
On behalf of the National Planning Commission  
11 November 2011



# Chapter 9

## IMPROVING EDUCATION, TRAINING AND INNOVATION

*"We are Africans.*

*We are an African country.*

*We are part of our multinational region.*

*We are an essential part of our continent.*

*We feel loved, respected and cared for at home, in community and in public institutions.*

*We learn together.....We love reading.*

*Each community has:*

*a school,*

*teachers who love teaching and learning,*

*a local library filled with the wealth of books,*

*a librarian.*

*All our citizens read, write, converse, and value idea and thought.*

*We are fascinated by scientific invention and its use in the enhancement of our lives.*

*We live the joy of speaking many languages."*

### Introduction

Education, training and innovation are central to South Africa's long-term development. They are core elements in eliminating poverty and reducing inequality, and the foundations of an equal society. Education empowers people to define their identity, take control of their lives, raise healthy families, take part confidently in developing a just society, and play an effective role in the politics and governance of their communities.

Foundational skills in areas such as mathematics, science, language, the arts and ethics are essential components of a good education system. Lifelong learning and work experience improves productivity, enabling a virtuous cycle that grows the economy.

easy to identify areas where improvements in teaching and learning are required. This means policy-makers and districts need to be able to access information that helps them determine the rate and extent of progress in different sectors of the education system, including the reasons for underperformance and schools requiring intervention. Most importantly, it requires that adequate and appropriate capacity exists to support schools that are performing poorly.

By 2030, the schooling system is characterised by learners and teachers who are highly motivated; principals are effective managers who provide administrative and curriculum leadership; parents are involved in the schools their children attend; schools are accountable to parents; committed and professional teachers have good knowledge of the subjects they teach; schools and teachers are supported by knowledgeable district officials; the administration of education (including appointment and disciplining of teachers) is the preserve of the government, with unions ensuring that proper procedures are followed; learning materials are readily available; basic infrastructure requirements are met across the board; and high speed broadband is available to support learning.

Languages not only carry knowledge, but also create new and better knowledge. Language policy needs to be informed by a greater appreciation of labour market imperatives. Learners need to receive high-quality instruction in both their mother tongue and English from early in the foundation phase.

Infrastructure backlogs need to be addressed so that all schools meet the basic infrastructure and equipment standards set by the national Department of Basic Education. This requires targeted action to address the lack of basic infrastructure, such as libraries, books, science laboratories, sports fields, electricity and running water.

#### *Further education and training and skills development*

An expanded system of further education and training and skills development needs to offer clear and meaningful educational and training opportunities for young people who have obtained a low pass in the National Senior Certificate, as well as older people who wish to develop their skills, adults who left school early or had no access to education and young people between the ages of 16 and 20 who have completed grade 9 and left school. Curricula need to be designed to respond to the specific learning needs of these different groups in order to help them develop their life opportunities.

College should provide people between the ages of 18 and 45 with ongoing access to learning opportunities and qualifications, including general vocational certificates, technical or occupational qualifications and awards, higher certificates and other programmes. These courses should correspond with higher education, the National Senior Certificate for adults, and high school for those who have started high school and wish to complete the National Senior Certificate.