

National Development Plan

Vision for 2030



November 2011



Background

- The President appointed the Commission in May 2010 to draft a vision and plan for the country
- The Commission is advisory - only Cabinet can adopt a development plan
- On 9 June 2011 we released a diagnostic document and elements of a vision statement
- On 11 November, we release the vision statement and the plan to the country for consideration
- Values of our Constitution are entrenched in the plan
 - ▶ Social solidarity and pro-poor policies
 - ▶ Non racialism, non sexism (SA belongs to all who live in it)
 - ▶ The need to redress the ills of the past

Vision for 2030

We, the people of South Africa, have journeyed far since the long lines of our first democratic election on 27 April 1994, when we elected a government for us all. Now in 2030 we live in a country which we have remade.

Therefore, in 2030, we experience daily how:

We participate fully in efforts to liberate ourselves from conditions that hinder the flowering of our talents.

We all see to it and assist so that all life's enablers are available in a humane way

We all have actively set out to change our lives in ways which also benefit the broader community.

We all assist the institutions we have creatively redesigned to meet our varied needs; we reach out across communities to strengthen our resolve to live with honesty, to be set against corruption and dehumanising actions.

We know that those to whom we have given the privilege to govern our land, do so on our behalf and for the benefit of all the people.

Vision for 2030

We say to one another: I cannot be without you, without you this South African community is an incomplete community, without one single person, without one single group, without the region or the continent, we are not the best that we can be.

We acknowledge that each and every one of us is intimately and inextricably of this earth with its beauty and life-giving sources; that our lives on earth are both enriched and complicated by what we have contributed to its condition.

South Africa belongs to all its peoples.

Now, in 2030, our story keeps growing as if spring is always with us.

Once, we uttered the dream of a rainbow.

Now we see it, living it. It does not curve over the sky. It is refracted in each one of us at home, in the community, in the city, and across the land, in an abundance of colour.

When we see it in the faces of our children, we know: there will always be, for us, a worthy future.

West to East tilt



Interconnectivity



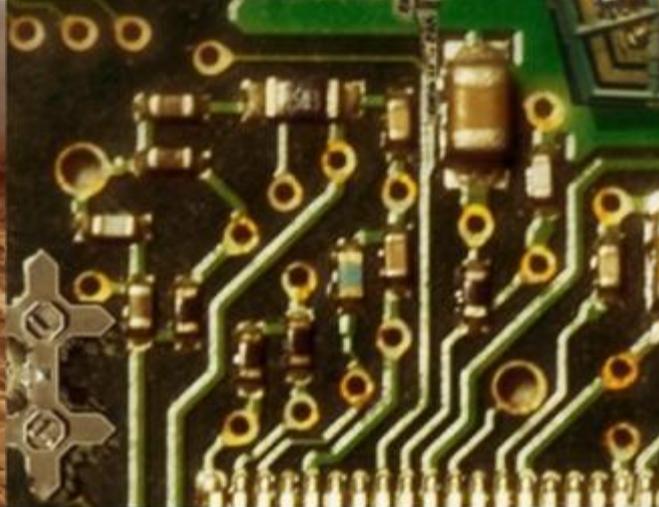
Globalisation



DRIVERS OF CHANGE



Climate change



Technology



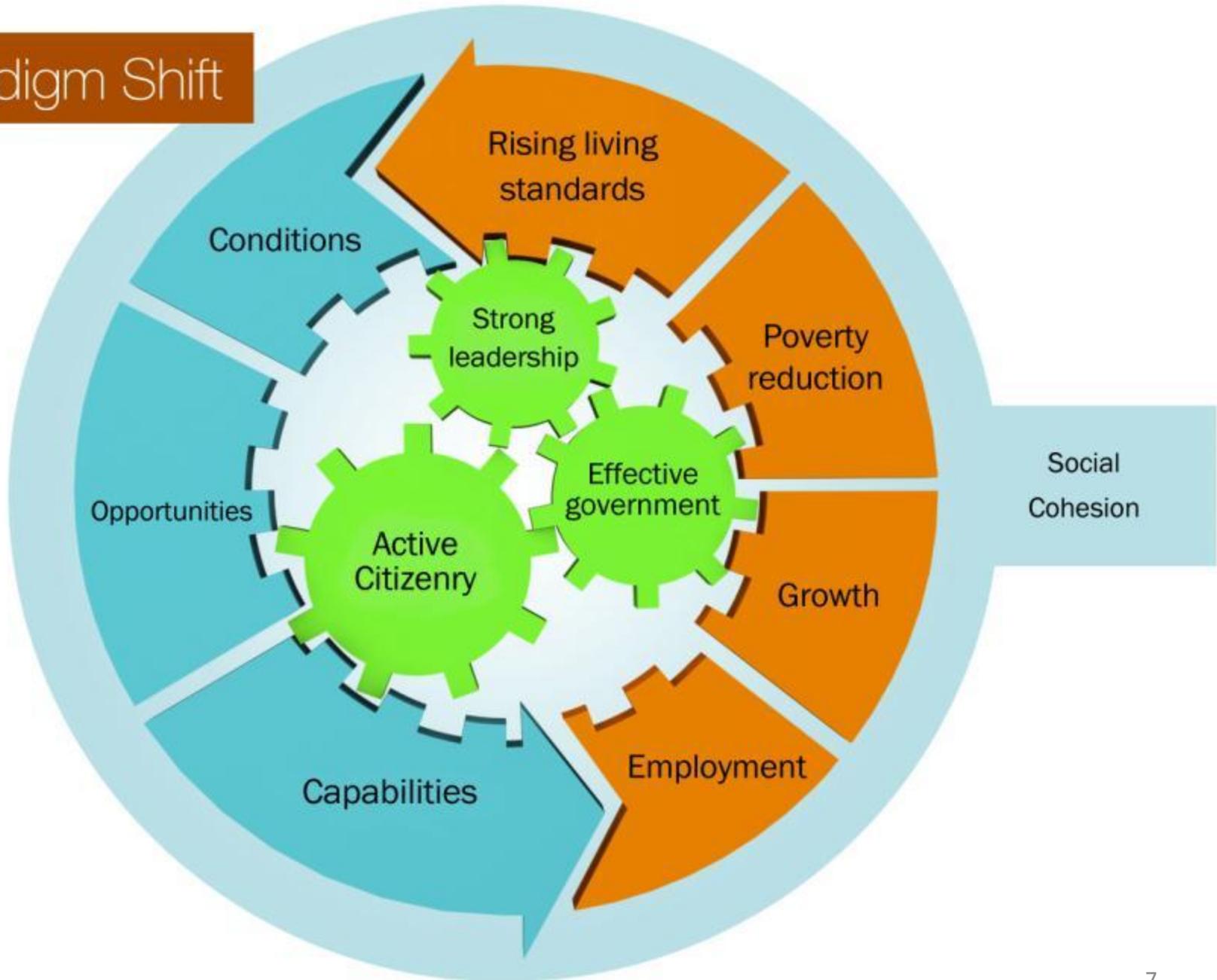
Resurgence of Africa

Demographic trends

- Population to reach 58.5 million by 2030
- Fertility rates are declining
- By 2030 70% of population will be urban – implication for where new schools are built
- In 2010, SA entered a ‘demographic window’ - large youth population
- No. of 0 - 5 yr old to decrease by approx 400k, 6 yr old to remain largely the same & 7 – 17 yr olds to decrease by 500k



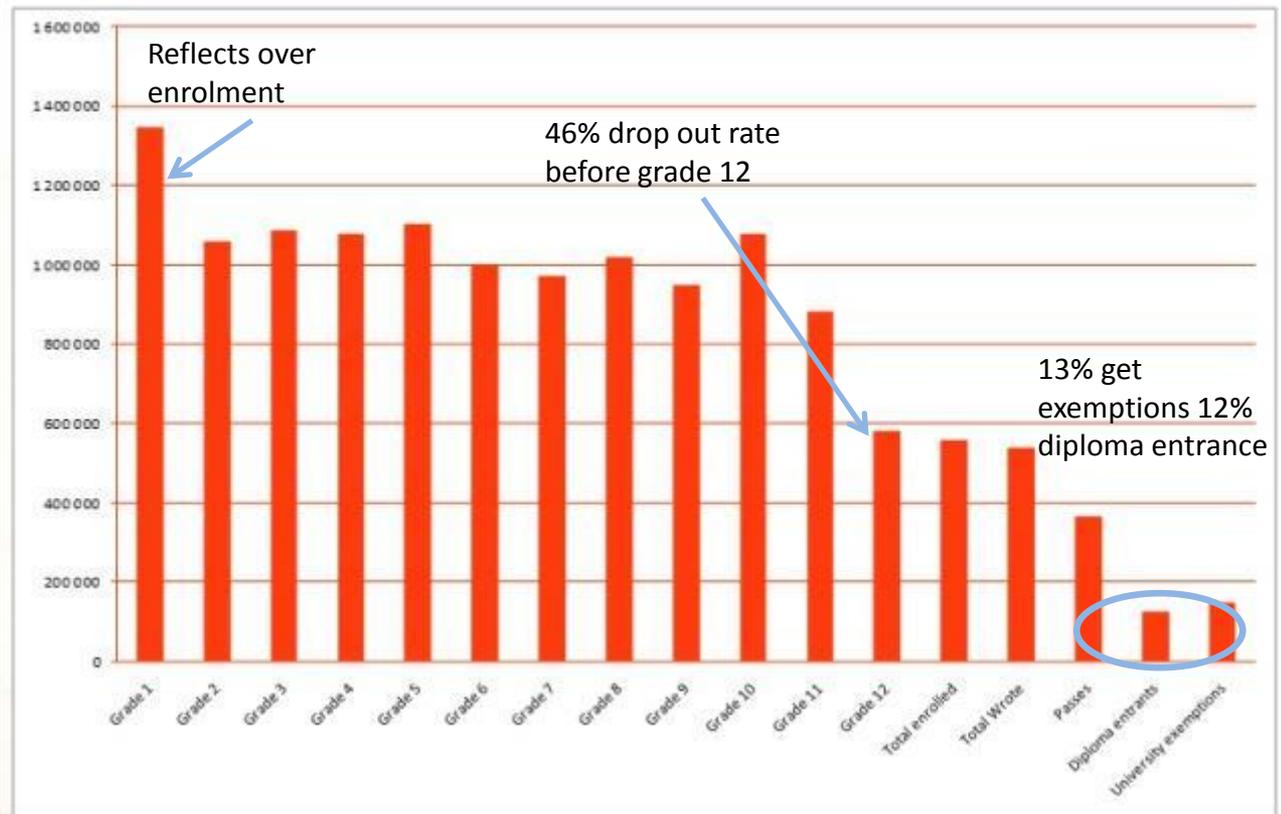
Paradigm Shift



Thandi's life chances

- Thandi is an 18 year old girl who completed matric in 2010
- Let us look at her life chances:

School enrolment and matric passes 1999 to 2010





Thandi's life chances

- There is a 13% chance that Thandi will get a pass to enter university
- BUT she is an African female
 - For Thandi the chance of getting a university pass is actually 4%
- Let us assume that Thandi passed matric but did not go to university
- Her chances of getting a job in the 1st year are 13%
- Her chances of getting a job in the first 5 years out of school are 25%
- Her chances of earning above the median income (about R4 000 a month) are 2%
- Chances are that Thandi will not get a job in the 5 years after school, for the rest of her life she will receive periodic work for a few months here and there
- Chances are that Thandi will remain below the poverty line of R418 a month for her entire life until she finally gets a pension

The plan

The diagnostic





Create jobs

Grow the economy and make it more labour absorbing

- Promote competitiveness and exports - diversify trade towards emerging economies
- Exploit our mineral endowments to pay for capability upgrading
- Revitalise logistics and transport links
- Build linkages between our mineral endowments export industries and domestic supplier industries
- Promote manufacturing in areas of competitive advantage
- Package regional tourism offerings
- Lower the cost of living and of doing business
- Make it possible for very skilled immigrants to work in South Africa



Create jobs

Create 11 million more jobs by 2030

- Expand the public works programme
- Help match unemployed workers to jobs
- Grow agricultural output and focus on agro-processing
- Improve the functioning of the labour market to make it easier for young work seekers to get jobs

Economic dilemma

- What drives growth is not always good for jobs or for reducing inequality
- We need growth to sustainably raise living standards
- We need jobs to reduce inequality

**Good for growth,
not great for jobs**

Mining, exporting
management
services, high skill
service exports

**Good for growth,
good for jobs**

Labour intensive
manufacturing,
mid-skill service
exports

Public employment
schemes,
home based care,
retail sector growth

**Good for jobs,
not great for growth**

Rising public sector
wage bill, low levels
of investment,
falling education
standards

**Bad for both
jobs and growth**



Improve education and training

Early childhood development

- Pilot nutrition programme for pregnant women and young children under the age of 2 to prevent low birth weight
- Eradicate child under- nutrition & vitamin A deficiency among children
- Ensure all children have two years of pre-school education by 2030
- Pilot home and community-based early childhood education and development interventions
- Develop & implement a strategy to improve qualifications of ECD practitioners and address working conditions
- Develop & implement norms and standards for funding and management of ECD sites
- Expand ECD infrastructure
- Simplify the institutional arrangements regarding the governance and delivery of ECD programmes



Improve education and training

Schooling

The focus of the NPC proposals in schooling is on two areas:

- Improving the quality of teaching
- Improving the quality of school leadership and management

Improving quality of teaching in schools

- Increase teacher training output by expanding *Funza Lushaka*
- Regularly test teachers to determine levels of knowledge and competence and provide development support
- Provide more support and scope for professional bodies in the development and support for teachers
- Change the pay structure to attract and retain good teachers
- Link teacher pay to learner performance taking into account factors such as school environment, infrastructure and socio-economic status



Improve education and training

Improving quality of teaching in schools

- Develop & introduce non-financial incentives to attract professionals to teach
- Recruit maths, science, technology and English language teachers from other English speaking countries
- Improve capacity of district officials to provide effective support to schools
- Introduce English as the first additional language relatively early in the foundation phase

Improving the quality of school leadership and management

- Change process of principal appointments and introduce minimum qualifications and introduce competency tests
- Appoint only qualified people and reduce political and union interference in appointments



Improve education and training

Improving the quality of school leadership and management

- Externally administer and mark the annual national assessment in one primary school grade
- Present the annual national assessment results in an accessible format to enable parents to hold schools accountable
- Redefine the role of school governing bodies in promoting accountability in schools and create mechanisms for the greater participation of civil society

Mobilise political support for education reforms

- A national education pact mobilised by the President with the following elements:
 - Build a professional teaching core with two track career i.e. management and academic
 - Expertise recognised as the only criterion for appointing and promoting principals



Improve education and training

Mobilise political support for education reforms

- Removing political and union interference in the administration of education
- Introduction of competency standards & competency assessments
- Principals and teachers in underperforming schools to receive training, on-site mentoring and support
- All strikes to occur within the law; criminal behaviour to be prosecuted and teacher ill-discipline punished

Mobilisation of technical support and resources

- Assemble a team of professionals to assess under-performing schools
- Develop a turn around plan and employ mentors for each school to oversee the implementation over a 3 year period
- Create a mechanism to ensure other sectors can support schools within a structured framework



Improve education and training

Skills development

- Establish a national skills planning system to conduct labour market research & produce different skills scenarios.
- Refine the scope of SETAs & remove overlaps in government institutions.
- Develop increased linkages between post-school education and workplaces
- Improve funding modalities and systems
- Strengthening existing institutions
- Revisit configuration & roles of regulatory institutions, including the quality councils & SAQA



Improve education and training

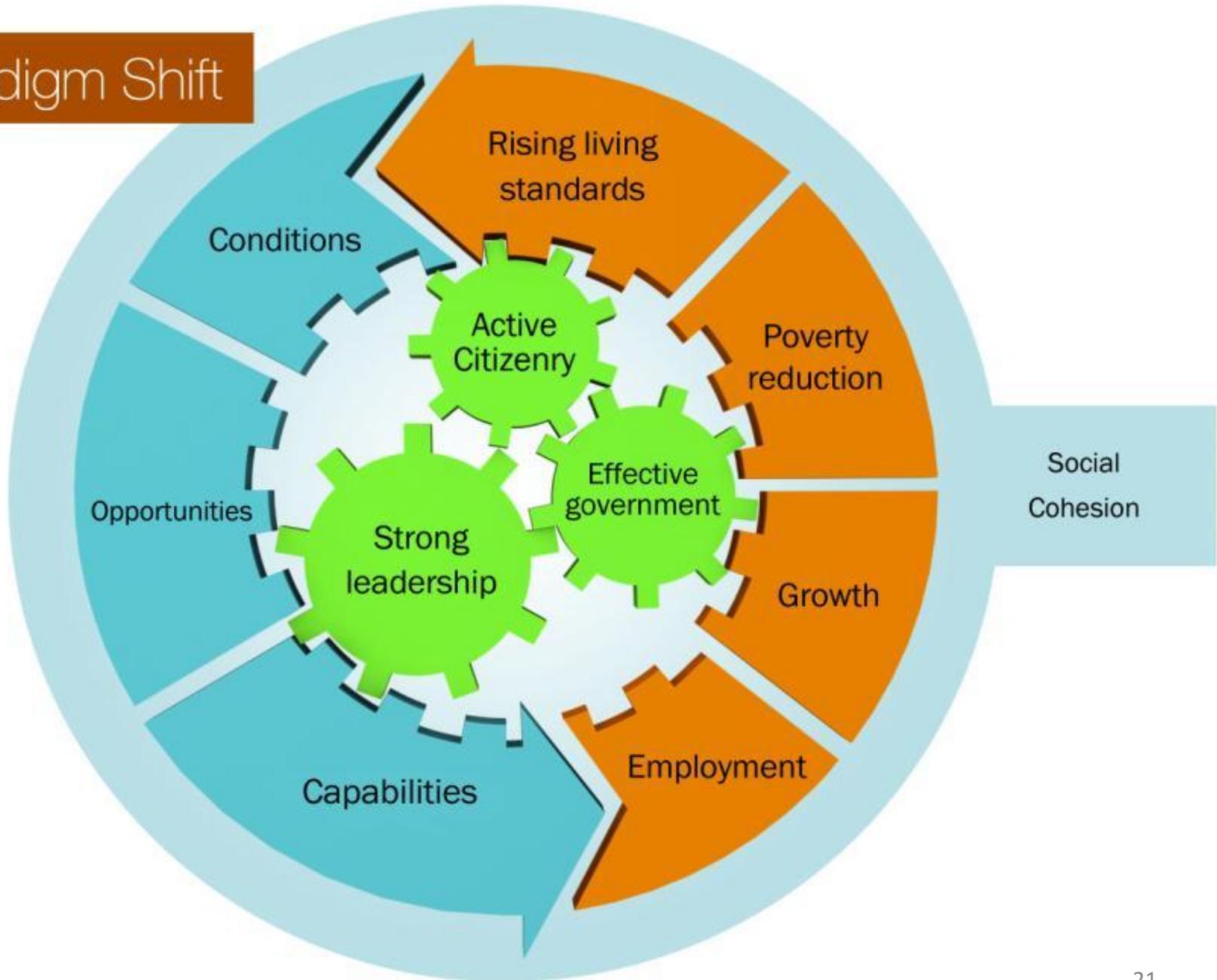
Further education and training

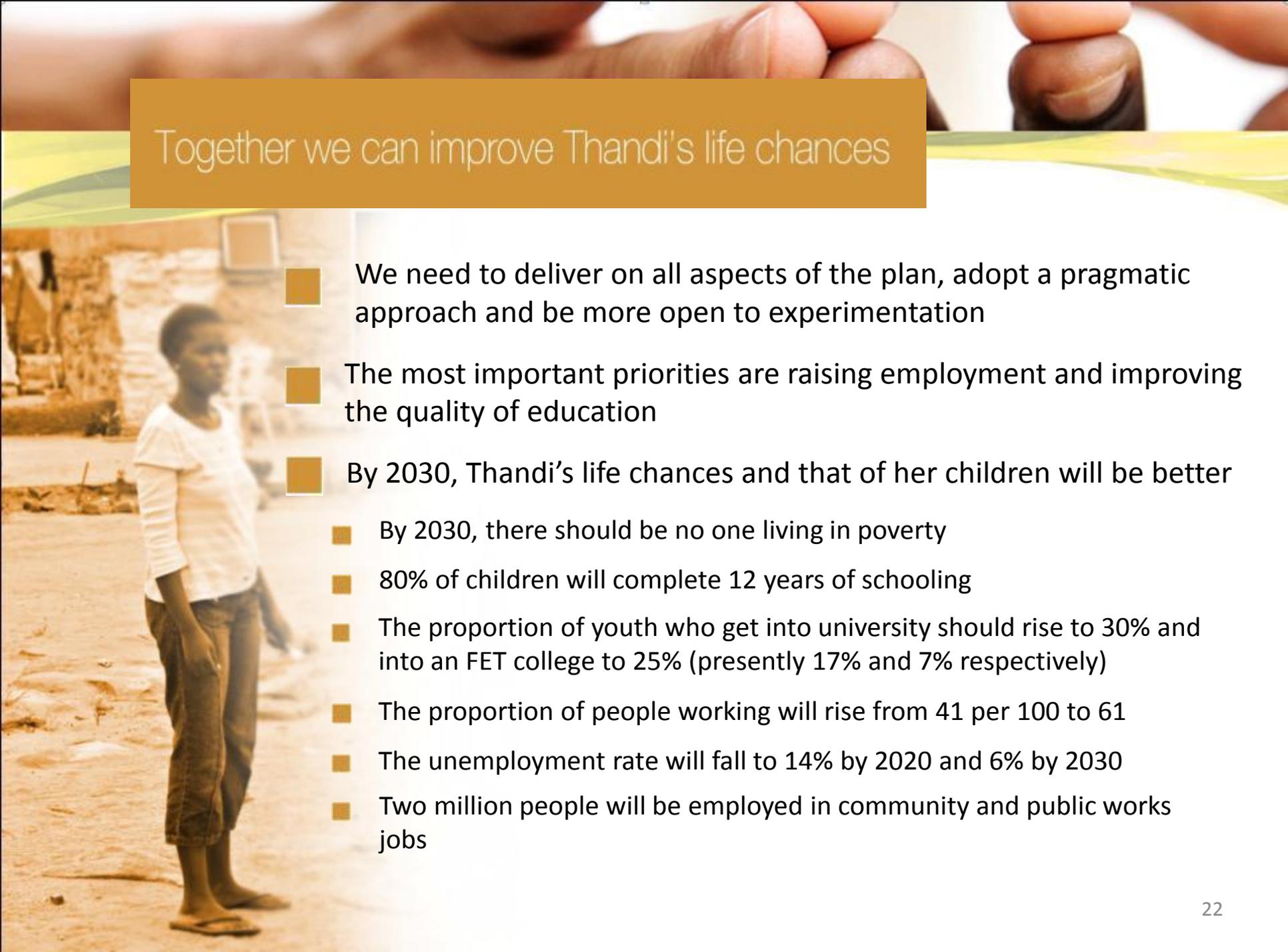
- Focus should be on building strong institutions to deliver further education and training programmes.
- Increase throughput rate and expand FET college infrastructure
- Produce 30 000 artisans a year

Higher education and training

- Increase higher education participation rate from 17% to 30%
- Increase university science/maths entrants threefold by 2030
- Produce over 100 PhD graduates per million per year by 2030
- Provide full funding assistance to deserving and capable students (loans and bursaries), covering tuition, books, accommodation and living allowance
- Address the decline of the humanities
- Ensure that funding supports the missions of different institutions in a differentiated manner
- Grant seven-year work permits to all foreigners who graduate from a registered South African university

Paradigm Shift



A young girl with short dark hair, wearing a white long-sleeved shirt and dark pants, stands in a dusty outdoor setting. She is looking slightly to her right. The background shows a simple building and some debris on the ground. The overall tone is warm and hopeful.

Together we can improve Thandi's life chances

- We need to deliver on all aspects of the plan, adopt a pragmatic approach and be more open to experimentation
- The most important priorities are raising employment and improving the quality of education
- By 2030, Thandi's life chances and that of her children will be better
 - By 2030, there should be no one living in poverty
 - 80% of children will complete 12 years of schooling
 - The proportion of youth who get into university should rise to 30% and into an FET college to 25% (presently 17% and 7% respectively)
 - The proportion of people working will rise from 41 per 100 to 61
 - The unemployment rate will fall to 14% by 2020 and 6% by 2030
 - Two million people will be employed in community and public works jobs



Process going forward

- This is a proposed plan for consideration by the country
- It will be followed by a 4-6 month process of consultation, refinement and then re-submission
- Cabinet will give final approval of the plan
- Successful implementation requires broad support and active championing throughout society

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