

Policy and Budget Speech (2017/18)

Department of Education

14 March 2017

Honourable Speaker

Honourable Premier

Colleagues in Executive Council

Honourable Members of the Legislature

Accounting Officer and Staff

Organs of Civil Society

Our Social Partners present in this House

Distinguished guests

Friends and Comrades

I am grateful and privileged for the opportunity accorded to table the 2017/18 Policy and Budget Speech of the Eastern Cape Department of Education. On behalf of the Department of Education, I am here to (a) Account about 2016/17 performance, (b) Outline the 2017/18 policy and budget priorities, using the allocated amount of R32, 989 billion.

Context of Policy And Budget Speech

Centenary Celebrations of O.R. Tambo - the Patriot, the Educator

Madam Speaker, 2017/18 marks the centenary of Cde O.R. Tambo. He was the longest serving ANC President, who would have been 100 years old this year if he was still alive. Cde O. R. Tambo served our people with distinction and honour, under the most difficult circumstances in the life of our struggle. A life of sacrifice, risk, danger in exile, under adverse circumstances.

He managed to lead by example and kept the liberation movement united. What has not been said much is that Cde O.R. Tambo was one of the finest Maths and Science Educators in our country. As an educator par excellence, he taught with selflessness and dedication. His commitment and contribution continue to inspire millions of South Africans, arousing human motivation and upright morality. For Basic education, Cde O.R. Tambo will always be a shining example of selflessness, dedication, respect and human dignity.

The First Educator is the Parent (Life Values)

Our biggest challenge in the current generation is the degeneration of the family unit as an embodiment of these values. Every child comes from a home, one way or another, therefore Home is Authority. Home is the custodian of life values. A child is taught at home how to do greetings, cleanliness and respect (especially for elderly people). However, the children we are teaching today come from families (and communities) that are ravaged by unemployment, poverty, and inequality (as well as insecurity).

The wise words of an old proverb by indigenous American Tribe, the Arroyos profess, "We never inherited this land from our forebears, but we have borrowed it from our children". One day the owners of this country (our children) will face us and ask, where were we, when this wanton destruction occurred. Although time is running out, **it is never late**. Madam Speaker in the latter part of the speech I make the point further on values.

Budget Context

Madam Speaker and Honourable Members the following assumptions have been taken into consideration in formulating resourcing of departmental priorities:-

- The revised inflation projection (CPIX) for the current MTEF period;
- Personnel costs based on the average costs per employee and include projected pay progression, incentives and carry through cost of the adjustments contained in the wage agreements;
- Funding of non-negotiables to a limited level of affordability;
- Funding of the New Service Delivery Model (SDM);
- Funding of norms and standards at a national threshold; and
Contractual obligations

2. Performance against 2016/17 Priorities

2.1. Learner Performance

The Matric Class of 2016 improved the Eastern Cape National Senior Certificate results by 2.5%, from 56.8% in 2015 to 59.3% in 2016. This improvement represents an advance on the 8.6% decline experienced in 2015, a significant departure from the average historical learner performance profile of the Eastern Cape. The Executive

Council subsequently instructed the Department to develop a sustainable system wide recovery plan, and undoubtedly, the 3 year System Transformation Plan adopted by the Executive Council in January 2016 provides a significant base to account for the current improvements.

The quality of pass obtained was highly commendable. The number of Bachelor passes increased from 15 291 in 2015 to 15 654 in 2016, representing a 1.3% (363) increase from 17.6% in 2015 to 18.9% in 2016. Cluster performance improved from 51.5% to 54.4% in Cluster A; from 55.5% to 57.9% in Cluster B; as well as improvement from 62.7% to 65.1% in Cluster C. 4 Districts performed within and above the national pass average; and 10 Districts performed between 60-70% pass mark, resulting in 14 of the 23 Districts performing above 60%.

18 of the 23 District improved their pass average above the 2015 performance, with only 5 Districts declining from their 2015 performance. Cradock at 81.2% was the highest performing District; followed by Uitenhage at 76.3%; Graaff-Reinette at 76% and Grahamstown at 70.3%. Qumbu was the most improved (17.4%) District from 47.9% to 65.3%, followed by Graaff-Reinette (15.8%) from 60.1% to 76%; Sterkspruit (15.4%) from 49.8% to 65.2%

The poorest quintiles of the system performed better compared to 2015. Quintile 1 slightly improved from 48.9% to 49.5%; Quintile 2 commendably improved from 50.7% to 55.9%; Quintile 3 commendably improved from 54.7% to 57.9%. However, our biggest concern is that 70% of learners are in Quintiles 1-3 schools. The richest quintiles of 4 and 5 showed a mixture of slight decline and slight improvement although relatively performing well. Quintile 4 slightly declined from 81.9% to 81.5%, and Quintile 5 slightly improved from 94.4% to 95.3%

Performance by individual schools is also noteworthy. Schools performing below 50% declined by 57 from 405 in 2015 to 348 in 2016. Centres performing between 70-80% improved from 86 to 121, a very encouraging trend indeed. Centres between 80-90% slightly improved from 70 to 88, and Centres performing at 100% improved commendably from 37 to 44.

Subject performance was equally pleasing. Of the 38 subjects written by EC learners, only 10 declined and they are small enrolment subjects except for Agriculture and Business Studies. Commendable improvements were registered in 8 of the 11 big enrolment and gateway subjects.

In 2017 Madam Speaker I am allocating an amount of R75 million to support all learner attainment improvement interventions focusing on Grades 10, 11 and 12.

Integrating e-Learning in Education

Madam Speaker, our strategic outlook in the deployment of ICTs in education is shaped by the agenda of e-administration and expanded e-learning opportunities. In 2016, we escalated our e-learning endeavours, and delivered 167 new Telematics Centres targeting Quintile 1—3 high schools. There are now 253 Telematics centres

in operation in the Eastern Cape, and these are in partnership with Stellenbosch University Broadcast services. Quality lessons in Mathematics, Physical Sciences, Life Sciences, Accounting, English FAL, Afrikaans HL, History, Geography and Business Studies are beamed during afternoons via satellite. Learners and their teachers attend these lessons and are provided with an opportunity to ask questions to the presenters via cell phone messages.

242 schools have benefitted from the ICASA ICT Laboratory project , and are provided with Broadband coverage (3G), a mobile trolley with 26 tablets in a trolley, 1 Teacher Laptop, 1 Printer, 1 Interactive whiteboard, 1 Data Projector, Wi-Fi connectivity and 1 Server. Teachers are currently attending training on the use of tablets and the integration of ICTs in teaching and learning.

In the new financial year, we are escalating the deployment and use of ICTs to include the following categories:

- The up-grading of the new 12 Districts' ICT Infrastructure.
- The provisioning of EDOs and Subject Advisors with cellphones, laptops and connectivity
- The provision of Laptops and connectivity to 16817 Foundation Phase Educators, marking the revival of the Teacher Laptop Initiative.
- The provision of Tablets and connectivity to all school principals.
- All schools to receive a new laptop and connectivity for SASAMS and communication with distribution starting next week
- All schools and principals supplied with an official government email
- More than 3000 teachers will be trained in ICT integration in teaching and learning

As we speak, Madam Speaker, the distribution of this equipment is well underway across the province.

2.2. Access to Education

Honourable Speaker, let me admit that the Department is experiencing profound challenges and problems, but gains made in accessing basic education to learners is worth noting.

NSNP

The reach of the School Nutrition Programme is commendable. 100% of Quintiles 1-3 primary and secondary schools, and targeted special Schools serving 1, 6 million learners are benefiting from the nutrition program since inception. 12 719 meal servers are currently contracted for a period of one year, from April 2016 to March 2017.

In 2017 the NSNP program has been allocated an amount of R1,1 billion and this caters for new innovations such as the piloting of new delivery models. Currently we are working on a local farmer development program that seeks to give local farmers an opportunity to provide schools with fresh produce. The Pilot will be in one circuit per district to test inclusion of fresh food producers in a context of local economic development.

No Fee Schools

The No Fee School program has made it possible for the poorest of the poor to access education at no cost to parents. 93% of Eastern Cape learners are currently benefitting from the No Fee policy compared to 80.5% learners in 2009. The number of learners benefitting from Fee Exemption has also increased from 3 544 learners in 2010 to 3 801 learners in 2012. Although there has been a challenge in funding at National targets in terms of School Funding Norms, national targets have been met since the 2013/14 financial years.

In 2017 the Department is allocating an amount of R2 billion to cater for the national funding norms and standards. This caters for LTSM, Consumables, School Library Materials, Infrastructure maintenance, as well as payment of Municipal services.

School Infrastructure

Madam Speaker, our infrastructure budget operates on the basis of four broad priority areas, and these are:

- The eradication of mud and inappropriate structures
- Meeting minimum requirements of norms and standards for school infrastructure, water provisioning and sanitation.
- Optimal partnerships with local builders, ooMeslani in the villages, towards their certification as formal Artisans
- Stabilizing Programme Management systems for the planning and management of delivery of infrastructure through HR capacitation and institutionalization of national best practices and regulation.

You will recall Madam Speaker that we grossly underperformed on infrastructure provisioning in the 2015/16 financial year. Allow me to indicate that we have turned the corner on our expenditure trends in the 2016/17 financial year. This is mainly due to improved planning and execution capacity in the 2016/17 financial year. In total we appointed 29 Works Inspectors, with 5 Control Works Inspector and one Chief Works Inspector appointed at Head Office. The remaining 23 were appointed in various district offices where they were desperately needed. Works Inspectors play a vital role in monitoring and managing the day-to-day maintenance operations at schools, utilising the R270 per allocated child in Quintiles 1 to 3 schools.

Hostels Renovation

Five priority hostels were initially identified for refurbishment in 2016, and these are **Thubalethu High School, Nomsa Frans High School, Riebeek East High School, Makaula High School, and Smuts Ndamase High School. Clarkebury High School and Healdtown High School** were later added to make them 7. These hostels

are now at different stages of development. Three are at various stages of construction, and four are undergoing design for construction in the 2017/18 financial year.

Managing Disasters

Honourable Speaker, we have consequently improved our response to disasters that frequently strike the North Eastern parts of the Province wherein our school infrastructure gets affected. We have promptly placed contractors at all the disaster stricken schools of Mount Frere, Kwa Payne, Mqanduli and Mdantsane. This includes attending to previous disasters, where we have handed over 45 sites to contractors for major renovation projects amounting to R 133 million. Additional 105 disaster schools have been assessed and costed at R717m, and these are due for contract awards in the 2017/18 financial year. I am also happy to announce that 19 of the 23 major maintenance projects cited in my last Policy and Budget speech have been completed in the 2016/17 financial year, with the remaining 4 to be completed in the 2017/18 financial year due to contractual problems that are being resolved.

Providing Security Fences

Madam Speaker, we have started addressing security challenges in our schools, with vandal proof fencing delivered in 259 schools affected by extreme vandalism and criminality. The biggest beneficiaries are schools in the Northern Areas of Port Elizabeth. 245 additional schools have their material purchased and are due for construction in 2017/18 using the local labour facility of Meslani. In total 504 schools have received reputable fencing and security facility.

Addressing Inappropriate Structures

Madam Speaker, a total of 414 pre-fabricated classrooms are currently being delivered to schools with inappropriate structures or schools which are overcrowded as a result of realignment and rationalisation. These projects will also see a relief on water, sanitation and classrooms.

Planning for Program Delivery

In order to optimise on our planning, Madam Speaker, we have successfully completed our 10-year User Asset Management Plan (UAMP) in the second quarter; a 3-year outlook Infrastructure Programme Management Plan (IPMP) together with other planning documents as required by National Treasury (NT). Our performance and planning documentation for 2017/18 was evaluated by National Treasury in October 2016 and scored 80% in the Performance Based System, thereby securing an additional Incentive Grant of R168m for the Department.

Going Forward

Madam Speaker, the Department has allocated an amount of R1.5 billion to infrastructure projects. I am happy to mention that the Department is ready to deliver on this amount. In order to consolidate project readiness for 2017/18, assessments of 355 identified projects were undertaken by DPRW and these projects have been allocated to Implementing Agents to commence with their procurement before the end

of the financial year. We therefore anticipate to hit the ground running. New projects for 2017/18 were allocated to Implementing Agents in October 2016 to improve their preparation time, and that was three months earlier than previously.

In the new financial year we are targeting to complete:

- 161 water and sanitation projects
- 32 electricity connection projects.
- 12 ECD centres
- 4 new schools to be completed comprising of 210 classrooms and 92 specialist classrooms (Laboratories, libraries admin blocks etc.).
- 288 high security fencing projects will be completed to improve security at our schools and indeed secure teaching contact time.

Lastly Honourable Speaker, we anticipate to complete the delivery of 350 mobile classrooms associated with overcrowding and disasters before the end of the first quarter of the new financial year, and commit to respond to all new disasters in 30 days in future.

ASIDI

Madam Speaker, the Department shall this year engage DBE with a view to redirect the ASIDI program to prioritize rural schools with hostels serving learners from surrounding schools (rural, farming and or remote areas). As part of Local Economic Development initiative, the department shall prioritize utilisation of local capacity for school maintenance (e.g. painting, live-stock fencing, fixing doors and windows) using Recognition of Prior Learning and Local Economic Development programmes. In partnership with all relevant state organs, the Department will seek to expand the artisanal base of our contracted workforce through dedicated skills development programs (brick layers, painters, carpenters etc.).

Early Childhood Development

Access to ECD programs improved in the last 3 years, with:

- 4 477 schools carrying 133 734 learners having a Grade R Class attached.
- ECD coverage reaching 98% of public schools
- 85% of Grade 1 learners in 2016 have had exposure to a early learning program.
- 5 378 practitioners subsidised at R5 900 per month
- Learner funding improving from 34% cost of a Grade 1 learner in 2012/13 to 70% in 2016/17 FY.
- Improved Practitioner qualification improving with 23% of Grade R practitioners having at least a Level 6 qualification.
- 1 150 Grade R practitioners are enrolled in a Level 6 ECD qualification that is equivalent to a Grade R Teaching Diploma.

In 2017 the Department is allocating an amount of R639 million to cater for ECD programs. The priority program is professionalisation of the sector, where the Department has earmarked and declared 982 posts to be filled by suitably qualified ECD practitioners only. For the first time in the history of Post Provisioning Norms in the Province, ECD practitioner posts formed part of the declaration, and therefore will be employed permanently as qualified teachers with benefits. The allocation includes the resourcing of 4 467 schools with a Grade R class with educational toys.

Inclusive Education

Madam Speaker, the backbone to effective systems of education is a well-run inclusive education program, with clearly spelt out redress and equity targets aimed at improving access. I am aware Madam Speaker that the Department is not doing well in this regard. Currently there are 43 Special Schools distributed in 14 of the 23 districts. The bias is towards urban areas of Port Elizabeth (13) and East London (7), with 9 Districts having no Special School at all. The Department took a decision in 2016 to extend these by establishing 6 additional Special Schools distributed between Libode, Mt Fletcher, Butterworth, Fort Beaufort and Cradock.

Two of the six earmarked schools opened their doors to learners in January 2017, and these are College Street in East London and Mt Fletcher Special School. They have admitted 113 and 73 disabled learners respectively. The other 4 special schools are undergoing infrastructural refurbishment.

To enhance the quality of support to these Special Schools, the Department has;

- Employed 63 Therapists attached to Special Schools; and 23 School Psychologists attached to each of the 23 Districts in 2016.
- Advertised 79 Therapists posts for Special Schools
- Placed 30 Social Workers and 825 Learner Support Agents in Partnership with Social Development in schools and Districts to support learners.

All 23 Districts have constituted their transversal District Based Support Teams to rollout the implementation of the Policy. 122 School Based Support Teams have been established to service 252 Secondary Schools and 10 Special Schools across the Province. Moving forward, the Departmental Strategy is to expand Special Schools to new areas where there were none before.

Post Provisioning Norms

Honourable Speaker, the declaration of 2017 staff establishment based on a national Post Provisioning Norms (PPN) was concluded on schedule, with schools receiving their staff establishments by the 10 October 2016. The debate is no longer about the timeous declaration of the posts but the redress and equity dimensions of the PPN.

I am happy to announce that our 2017/18 basket has taken into account pressing demands of professionalising ECD by declaring 982 Grade R posts, providing a pool of 90 Therapist posts to Special Schools, as well as catering for the expansion of the Mother Tongue Based Bilingual Education, one of our flagships. In 2017 we will be focusing on managing inefficiencies in the system by redeploying teachers additional to the establishment, and finalise ill-health cases. The Department has, to that effect, signed the Collective Agreement 4 of 2016 to facilitate the movement of educators additional to the establishment.

Madam Speaker, an additional amount of R420 million has been allocated to cater for the employment of additional educators to improve the quality of basic education

Filling Of Vacancies

Hon Speaker, our biggest challenge is the rate at which we are losing teachers in the Province, resulting in an average loss of 3 314 over the period 2011-2016. We tried our best to counter this by issuing Bulletins frequently. In 2016 alone we issued 4 bulletins covering PL1 and promotional posts, and employed 2 272 educators between May 2016 and August 2016. We have now developed a web-based database to register and recruit unemployed teachers online in order to fill vacant funded posts in the shortest time possible.

However, the Department has agreed to focus on increasing the pipeline of supply of qualified teachers in scarce skills subjects through a deliberate strategy. In 2017/18 the Department will be launching Mathew Goniwe Teacher Development Bursary Scheme targeting 200 students that are following a teaching career in Math, Science and other scarce skills. In return, the Department will require graduands to serve the Department for the equal number of funded years, deployable in areas of need as specified by the Department. **An amount of R15 million has been set aside to cater for this bursary scheme for 2017/18.**

2.3. Dealing with inefficiencies of the System

Reducing Costs of Litigation

Madam Speaker the Department has drastically reduced legal costs, with the number of cases instituted against the Department reducing in real terms over the last financial year, thus breaking the culture of litigation. A number of applications have been successfully opposed, with most court orders granted in favour of the Department. In many of the damages claims, the Department has been able to strongly defend the allegations, or where the incident has been confirmed, to at least settle the matter at a fraction of the amount claimed originally.

Verification of Learner Identities

Madam Speaker, the Department is compelled in terms of section 38(1)(j) of the Public Financial Management Act, Act 1 of 1999, to ensure that there are adequate controls in place before transferring funds to a school. In this regard, the Department established that 592 982 learners had problems with Identity Documents, ranging from null ID numbers, invalid IDs to duplicated IDs. Through the ID verification process, the number was brought down to from 592 982 to 72 436 by 19 September 2016. Children remain at school whilst ID problem is attended by parents, SGB (School Governing Body), and principal.

We will continue in 2017 to ensure that every learner enrolled in schools in the province is assisted to obtain an Identity Document. The Department is working closely with the Department of Home Affairs (DHA) to resolve ID issues and has agreed to sign an MOA with DHA to share information and support learners to obtain ID Documents.

Financial Disclosures

The Public Service Commission has furnished my office with a list of 15 senior management members who did not disclose fully their interests as required by legislation. The Office has written to these managers and gave them 48 hours to respond and justify their status. As part of compliance with Public Service prescripts, I commit to take this matter to its logical conclusion.

3. Departmental Strategic Priorities for 2017/18

3.1. The System Transformation

Madam Speaker, undoubtedly, the 3 year System Transformation Plan adopted by the Executive Council in January 2016 provides a significant base to account for the current improvements in the Department. The Plan focusses on transforming the overall education system while at school level placing a specific focus on 560 viable quintile 1 to 3 secondary schools. The plan rests on 7 outcomes, namely;

- Increasing the number of functional schools by providing a comprehensive package of support to 560 quintile 1 to 3 secondary schools. Viable is defined as schools having 200 or more learners and are not candidates for rationalisation.
- The rationalizing and realigning of 2077 small and unviable schools into fresh start schools that are linked to infrastructure and transport provisioning
- Capacitating Head Office and Districts Offices into functional support systems for schools
- Mobilizing and harnessing the power of civil society to invest or provide support to the education transformation project.

- Increasing the supply of appropriately trained educators through teacher development programs that focus on demand driven teacher qualifications
- Securing resources to address inefficiencies in the system with an objective of aligning funding with national norms and standards
- Building a momentum that will improve audit outcomes by eliminating material findings relating to predetermined objectives and compliance with laws and regulations.

3.2 Developing Functional Schools

At the core of school functionality is a pool of 560 schools that were identified as levers of change. The program recommends a support package for the 560 schools focusing on: leadership and management, “In classroom” support and e-learning packages, analysis and filling of vacant posts, as well as determining non-teaching staff requirements. A great deal of progress was made in designing and implementing a battery of support packages for the 560 schools.

The first package focusses on improving leadership, management and administration of 560 schools by mentoring poorly performing school principals and accelerating the performance of well managed schools. 140 Mentors and Coaches were appointed and deployed across the 560 schools. Each Principal was allocated a trained Mentor, focusing on management and organisational practices that promote school functionality.

A School Principals’ Conference was held on the 01st to the 02nd June 2016 in Port Elizabeth to outline the expectations of the 560 Schools Project. Each principal completed a diagnostic tool focusing on their challenges. These were used to determine the differentiated support for each principal. A Learners’ Conference (28 – 29 June 2016) was convened in East London focusing on leadership and personal growth activities to promote time on task, accountability and teaching and learning.

The second package focusses on streamlining curriculum offerings in Secondary Schools in order to improve output at National Senior Certificate level. Curriculum Management Guidelines were issued to schools to guide schools in selection of winning subject combinations for Grades 10 to 12. Ninety (90) posts for Therapists were advertised, and earmarked for all 23 Districts to give every learner a second chance in life by assessing learner capabilities in the early grades. To this end an “early learning disability detection” program in line with White Paper 6 was inaugurated.

The third thrust is the conscious effort to protect the teaching time. The Department released a Circular instructing schools to observe and adhere to teaching times as prescribed in National policy pertaining to the programme and promotion requirements of the National Curriculum Statements. The Department further released a series of supplementary guideline documents to all public schools to assist teachers with optimal utilization of prescribed teaching time, and this was supplemented with posters providing schools with an overview of the amount of work to be covered at various timelines of the academic year in line with CAPS prescriptions and the school terms.

An early warning system based on a Provincial Common Examinations was launched in 2016 focusing on the 11 high enrolment subjects in Grade 12, as well as Common Examinations for Grade 3, 6 and 9 in the GET Band. All performance improvement efforts in 2016 were informed by lessons learnt from March, June and September Common Examinations. Schools and districts were required to report on syllabus coverage per quarter with Subject Advisors keeping track of 'hotspots' to provide support.

A social support program on prevention of learner pregnancy was prioritised to enhance learner awareness and abstinence. DBE has started a process of developing a National Policy for the Prevention and Management of Learner Pregnancy, and managed to source financial and technical support from the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Populations Fund (UNFPA) to support this process. Youth Consultation Meetings took place in Cape Town on 03 October 2016; in Eastern Cape in Mt Frere on 05 October 2016 and lastly in Gauteng/Pretoria on 14 November 2016. The Department is fully participating to ensure that our learners benefit from this initiative

3.3 Strengthening the Foundations of Learning

Madam Speaker, we acknowledge that in the past we paid too little attention to the early years of education. Since 2016 we have considered ways in which we can strengthen the quality of Grade R and the Foundation Phase, that is, Grades 1 to 3.

In 2016 we entered into an agreement with Takalani Sesame to train Grade R teachers to improve children's school readiness. In 2017, 900 Grade R teachers will be trained in a pilot project. Once we have established, through the careful evaluation of this pilot project, the necessary conditions for the improvement of the quality of Grade R provision, we will build this into our budget and programmes.

We also intend to provide a much improved Grade 1 experience to all our six-year old children. Over 40% of Grade 1 children in Eastern Cape are in classes of more than 40 learners. 20% of these are in classes of 50 or more learners. 11% of schools have classes of 50 or more learners in Grade 1 classes.

Grade 1 is the year our young children are eager to learn to read and write. But it is difficult to capitalise on this natural curiosity and enthusiasm if classes are too big and there are not hundreds of wonderful readers to excite them. We aim to improve the Grade 1 learning experience through reducing Grade 1 class sizes and through the provision of hundreds of lovely readers.

3.4 Enhancing the Performance of Primary Schools

Honourable Speaker, the fanfare about learner performance in Grade 12 has its origins in the poor performance of our primary schooling system. To that effect, the Department has intensified efforts to improve Language and Mathematics teaching in Primary Schools. In 2014, the Department piloted an in-service approach called 1+ 4

to address Primary School Mathematics outcomes. In 2016, the Department is taking the program further by rolling out a Mathematics Data Utilization project. The purpose is to take teachers through ANA learner responses and identify probable root causes with intent to generate appropriate corrective measures and strategies.

The intensive implementation of the Reading Strategy across the public schooling system, is carried out with the assistance of Project for Alternative Education in South Africa (PRAESA) and Nal'ibali through a Reading Club concept to support reading in schools. Our reading promotion efforts in Primary Schools are supported by the implementation of Reading norms through the Early Grade Reading Assessment (EGRA) Project implemented in 40 Foundation Phase schools and has been extended to 10 Intermediate Phase schools per District in 2016. The monitoring of the Drop All and Read Programme has been our mainstay in 2016.

In partnership with the National Education Collaboration Trust (NECT), the Department is rolling out a primary schools curriculum and teacher support intervention programme that provides teachers with a Learning Programme and Lesson Plan Toolkit. The Toolkit contains well planned lessons accommodating the developmental abilities of all learners in the classroom. Teachers and School Management Teams (SMTs) received full training in 2015, and sessions were held every term to provide updates on the development of the programme. Provincial and district teams had been nominated and responsibilities clarified at the initial meeting in April 2014.

The Department is also conducting induction and orientation programmes for school principals. To deal with the evident lack of good school management skills, leadership, and dysfunctional governing bodies - contributing factors to some of the schools' low matriculation pass rates - the department will also hire retired principals, circuit managers and educationists with relevant experience to serve on the Eastern Cape Department of Education Panel providing support on school leadership, management and governance for a period of three (3) years.

3.5 Improving National Senior Certificate Results

In January 2016, the Department developed a three-year turnaround strategy to improve the results of the National Senior Certificate (NSC). We are pleased that in January 2017 we were able to report an increase in the number of learners passing the NSC and achieving a Bachelors pass. But is worth noting the increase in the numbers passing the NSC since 2008 when the NSC was introduced. In 2008, 30 000 learners passed the NSC while in 2016 49 000 passed. We are proud of the fact that more young people are achieving this important milestone and we call on all stakeholders to assist us in supporting a record number of 50 000 young people passing the NSC in 2017, 2018 and 2019.

In 2017, the Department will be piloting a schools' science laboratory support model that will be using unemployed science graduates as a school based support system. The target is 200 Senior Secondary Schools offering Mathematics and Science. The rationale is that school science laboratories constitute a significant portion of the

school science curriculum, and therefore central to learner performance improvement in science subjects. We are therefore encouraging schools to revamp experiential learning by expanding opportunities for excursions and academic tours to relevant historical sites.

In summary in 2017 and 2018, we will build on the moderate success of 2016 and in the next two years of the turnaround strategy, we will refine our plans to ensure that we support our Grade 12 learners to success. Key to this strategy will be the expectation that all schools set targets for improvement; all subject advisers set subject improvement targets; all School Based Assessment is accurate and submitted on time; and that teachers provide 200 days of dedicated tuition and assessment. In addition, more schools will receive telematics and smart classes to support learning.

3.7 DATA Driven Districts

The vision of data-driven Districts is to improve learner performance across the Basic Education System through leveraging the effective use of education data for improved system management and accountability. The intent is to:

- Increase the effectiveness of district officials by increasing their visibility into school performance and progression trends across the full Grades 1 to 12 pipeline at a more granular learner and subject level. This will improve district officials' understanding of school performance to ensure better prioritisation and preparation for school support.
- Increase district officials' productivity by reclaiming time and capacity through increased and easy access to relevant and reliable data in schools and districts by reducing duplication in data collection and giving every Principal, Circuit Manager and District Director access to a standard dashboard on the academic performance of their school, circuit or district.
- Increase the amount and quality of district support that schools receive. Armed with better insight into school performance and support requirements, district officials can create consistency around interactions with schools, improve the quality of problem-solving conversations, and ensure effective follow-up on support delivered to schools.

Teacher tools and approaches for improving curriculum coverage have been tested and are being replicated in a third of the schooling system. A suite of school management tools is being tested in six districts. An electronic district planning system covering key operational areas is being tested as well.

3.8 Revisiting Values in Education

Madam Speaker, allow me to make the proposition that a successful nation is more than likely an educated one. An education system of values allows the talent of the nation's youth, in all its diversity, to thrive and flourish. In a democracy, public education is one of the major vehicles by which the values of a people are acquired

by the children and young adults who make up our schools' population. It goes without saying that today's children and young adults are tomorrow's adults and leaders.

Here in South Africa a values idea was born, a South African idea of moulding a people from diverse origins, cultural practices, languages, into one, within a framework that is democratic in character, that can absorb, accommodate and mediate conflicts and adversarial interests without oppression and injustice. In education we took an approach that values must prioritise three considerations. Firstly, it is to develop the intellectual abilities and critical faculties of learners in our schools. Secondly, the approach is to include the rich variety and diversity in culture, language and mores of our citizenry. Thirdly, it should equip learners with the skills to deal with the many challenges of the cycle of life.

The Freedom Charter of 1955 states that the aim of education shall be to teach the youth to love their culture, to honour human brotherhood, liberty and peace. The former President of the Republic of South Africa, Dr Nelson Mandela, made the remark at the Saamtrek conference that "these values need constant nurturing and this is the principal task of that noble profession chosen by the men and women of South Africa who call themselves educators".

He further contends that one of the most powerful ways of children and young adults acquiring values is to see individuals they admire and respect exemplifying those values in their own being and conduct. Parents and educators or politicians or priests who say one thing and do another, send mixed messages to those in their charge who then learn not to trust them. The question of leadership generally and in the educational sphere particularly is therefore of vital importance."

In the Provincial context, inculcating a sense of values at school level is intended to help learners achieve higher levels of moral judgement.

4.9. Rationalizing Small and Unviable Schools

The rationalization project is premised on the following factors:

- 2077 schools are small and unviable for effective schooling and this makes them difficult to resource, from a human resource, material and physical infrastructure point of view. A notice to review these schools with a view to closure has been issued to districts.
- The structure of the schooling system, with large numbers of "combined schools", is out of alignment with schools in some parts of the province and with the rest of the country.
- Poor learner achievements in primary and Junior Secondary schools culminates in learners being ill-prepared for FET phase.
- Limited education options for learners in curriculum offerings in terms of Academic, Vocational, Occupational and other related streams.

The broad strategic approach being promoted by ECDoE is to locate the issue of school rationalisation and realignment within a broader framework of local-level institutional landscape planning. This involves mapping the location of all the schools

identified above, and assessing their viability and future role within the context of all the other institutions in locality, i.e. the circuit. Such a broader strategic approach (comprehensive plan) takes into account Scholar Transport, Hostels, availability of classrooms, Community interests and initiatives.

512 of schools targeted for rationalisation are operationally non-functional, with 202 of them Gazetted for closure on the 31 March 2016. On the 03rd March 2016, I issued a notice of intent to rationalise the following categories of schools:

- 290 primary schools qualifying for 1 post
- 491 primary schools qualifying for 2 posts
- 578 primary schools qualifying for 3 posts
- 585 primary schools qualifying for 4 posts
- 132 secondary schools qualifying for 5 to 8 posts

Before notices were conveyed formally to schools, all District Directors were requested to confirm by 18 March 2016 lists of their schools for inclusion or give cogent reasons why such schools should be removed from the lists. The objective of this exercise is to reduce the total number of small schools and therefore increase the average enrolment at the remaining schools to more efficient and sustainable levels.

During the last term of 2016 and first few weeks of 2017, the Project has been focussed on completing two broad processes. The first relates to the preparation of various technical inputs that are intended to feed into the very core of the project design, a process called School Landscape Planning, meant to deliver rational, scientifically-driven, 10-year school mapping plans and 3-year rationalisation plans. The technical inputs include disaggregated demographic analysis and projection down to local municipality and lower-levels, disaggregated enrolment analysis and forward projection down to circuit-level, detailed maps in various formats of all districts, circuits, and clusters of unviable schools.

The second broad process focussed on the actual rationalisation of the initial group of schools in 2016, and started with the MEC issuing notices in terms of Section 33 of the South African Schools Act to 1902 schools in August 2016. This focused only on school closures, and only on schools which the districts had identified as “quick-wins”, requiring no scholar transport, no additional infrastructure at receiving schools, and where districts had already achieved consensus with local communities regarding the closure of the school.

A total of 187 such schools were identified by sixteen of the districts, and public hearings were scheduled at these schools in line with the requirements of the Act. Of these, eleven public hearings were postponed to 2017 and planned for late February. Of the 176 schools at which public hearings were completed, 136 schools were recommended to close, and 40 schools were not recommended to close. While there have been delays in securing the requisite documentation from some districts, correspondence is en-route to my office to approve the closure of the 136 schools before the end of March 2017.

Madam Speaker, the rationalisation process is a call for popular participation of communities in the education of their children. We seek to mobilize our communities to take the lead in the schooling of their children and not leave this to officials of the department.

5. Expanding Our Service Platforms

5.1. Technical and Vocational Education Services

Honourable Speaker, in 2016 we expanded our platforms of services to uptake the technical, vocational and occupational streams. In 2016/17 the Department shall upscale the number of schools offering Mechanical, Electrical and Civil Engineering subjects from 100 to 120 in 2017, and also an increase of 10 % in 2018, meaning 12 Schools will be added up to the NDP target of 323 by 2030. The new TVET Curriculum includes Civil Technology, Electrical Technology, Mechanical Technology, Technical Mathematics and Technical Sciences as anchor subjects. The Department is expected to increase learner enrolments in these to 11 902 by 2018, escalating to 36 648 by 2022.

Madam Speaker and Honourable Members, this final year the department will pay particular attention to the Technical and Vocation Education across the province as it play a pivotal role in growing our economy.

5.2. Schools of Skills

Honourable Speaker, currently we are piloting this program of Schools of Skills in 6 schools across the province in 5 districts. For example, 2 schools in East London District (Baysville and Alphandale Technical school), one school in each of the following Districts (Bizana, Mt Frere, Port Elizabeth and Uitenhage) servicing 1904 learners. The sector plan projects an increase to 640 by 2022 servicing 354 956 learners. The menu of subjects in these schools of skills is wide to cater for a range of occupations. The curriculum framework is offering 29 subjects including Languages, Math and Life Skills. Schools of Skills program will focus on Technical Occupational Vocational targeting learners from Grade 6 up or learners at 15 years of age.

Madam Speaker and Hon. Members of the House, this program will go a long way in dealing with the high dropout rate across the system, thus redirect learners to become active participants in the economy.

5.3. Maritime Schools

In line with provincial plans on Maritime and Oceans Economy, I am happy to announce that I have launched 2 Maritime Schools in 2016. The two start up schools are Ngwenyathi High in Nxarhuni and George Randall High School in East London. They are both starting with an initial intake of 20 learners of 10 boys and 10 girls. The two main subjects offered are Maritime Economics and Nautical Sciences, and their posts were included in the 2016/17 PPN. There is already a pool of 8 qualified teachers and 3 qualified District Subject Planners with an MPhil degree in Maritime Studies

identified as a resource. The Department shall use 2017 for planning the expansion programme in 2018.

Collaborations and Partnerships

In collaboration with the Departments of Health and Social Development, the Department is participating in the Masinyange Operation, a campaign meant to deal with schools in hot-spot areas where high rates of HIV infection and teenage pregnancies are prevalent. The campaign will form part of community driven projects that are led by Eastern Cape Aids Council. One of the flagship partnerships for 2016 is the Deworming Programme targeting Grades R to 7 in Quintiles 1 to 3. It is a partnership with Department of Health (DoH) and Department of Social Development (DoSD) that successfully kicked-off on the 15 February 2016. The programme is targeting 4 199 schools in line with other pro-poor interventions designed to improve access and enhance learning capacity.

Audit Outcomes

Madam Speaker, in 2014/15 the Department received a qualified audit opinion with reduced areas of qualifications, compared to previous audit outcomes. In order to sustain and improve audit outcomes, the department has invested in improving all areas that were qualified during the 2014/15 audit. Systemic turn-round projects implemented included the strengthening of our documents and knowledge management as a flagship for 2015/16 and 2016/17 financial years.

An Internal Control Unit was introduced at head office to ensure compliance with prescripts like PFMA, National Treasury Regulations, supply chain regulations, Public Service, Employment of Educators Act in respect of all expenditure relating to goods and services, transfers, and compensation of employees. The efforts of the Internal Control Unit have significantly reduced irregular expenditure and fruitless and wasteful expenditure.

We have now reached the stage of regularising our governance provisions by reviewing finance and supply chain policies and delegations. We have subsequently produced an Internal Control guide to expenditure and revenue management, as a result the Internal Control Unit is dealing with consequence management for transgressions emanating from non-compliance with legislation.

Conclusion

I appeal to all Hon. Members and other leaders of society to plough back to their schools as Alumni and as active members of their former schools.

I am making a call to all parents, School Governing Bodies, communities that admissions are done in the preceding year of schooling, and the first day of schooling is for teaching.

Parents (families) entrust us with what they cherish and treasure most, their legitimate hopes their children. Prayers are done when these children go to school, live stock is sold when these children go to school. **Let us not fail them.**

The love, affection and smiles in the young face, the admiration by families, and aspiration by communities will live forever in our minds. **If we do basics right.**

I salute the people of the Eastern Cape for keeping our schooling system across the province working and functional despite formidable challenges. Your exceptional deeds of valour and sacrifice will always be an inspiration to the department

Let us put faith in our people.

I Thank You

M. Makupula, MPL

MEC for Education

Eastern Cape Department of Education

PROGRAMMES

R thousand	R'000	2017/18 Budget Allocation	2016/17 Adjusted Budget	Difference
Administration		3 133 145	2 607 596	525 549
Public Ordinary Schools Education		26 221 081	24 802 666	1 418 415
Independent Schools Subsidies		123 042	120 000	3 042
Public Special Schools Education		736 017	690 280	45 737
Early Childhood Development		639 630	630 961	8 669
Infrastructure Development		1 636 750	1 679 493	-42 743
Examination and Education Related Services		499 389	451 640	47 749
Total 2017 MTEF Estimate		32 989 055	30 982 636	2 006 419

ECONOMIC CLASSIFICATION

R thousand		2017/18 Budget Allocation	2016/17 Adjusted Budget	Difference
Compensation of employees		26 137 084	24 390 314	1 746 770
Goods and services		2 742 366	2 370 424	371 942
Departmental agencies and accounts		64 052	59 662	4 390
Non-profit institutions		2 078 830	2 228 909	-150 079
Households		266 576	318 982	-52 406
Buildings and other fixed structures		1 551 955	1 520 261	31 694
Machinery and equipment		147 098	90 042	57 056
Software and other intangible assets		1 094	4 042	-2 948
Total 2017 MTEF Estimate		32 989 055	30 982 636	2 006 419

CONDITIONAL GRANTS

R thousand		2017/18 Budget Allocation	2016/17 Adjusted Budget	Difference
Education Infrastructure Grant		1 581 750	1 505 808	75 942
HIV and AIDS (Life Skills Education) Grant		41 936	39 591	2 345
Maths, Science and Technology Grant		46 685	46 898	-213
National School Nutrition Grant		1 149 353	1 085 204	64 149
Social Sector Expanded Public Works		2 411	2 144	267
Expanded Public Works Programme Intergrated		5 022	10 160	-5 138
Learners with Profound Intellectual Disabilities		3 537		3 537
Total 2017 MTEF Estimate		2 830 694	2 689 805	140 889