

BUDGET SPEECH 2008/2009

EMBARGOED UNTIL DELIVERED

“WHATEVER IT TAKES”

ADDRESS BY THE MEC FOR EDUCATION IN KWAZULU-NATAL, MS CM CRONJÉ, ON THE OCCASION OF THE PRESENTATION OF THE DEPARTMENT OF EDUCATION BUDGET FOR THE FINANCIAL YEAR ENDING 31 MARCH 2009

FRIDAY, 18 APRIL 2008

INTRODUCTION

It is my great privilege and pleasure to present to you today the budget of the KwaZulu-Natal Department of Education for the financial year 2008/2009. I would like to extend a special welcome to all learners who are with us today representing schools, FET Colleges, Adult Learning Centres and Masifundisane in our Province.

Our young people of today are the ministers, leaders, parents and teachers of tomorrow. They are our legacy. So are our adult learners. Let us remind each other that nothing has happened in education until it has happened to a learner. Let us also remind ourselves that schools are about providing a sense of hope for all – not achievement for the few.

There has been a growing global trend towards a new state of mind – a changed perception from seeking power to empowering others. This is no new noble innovation – especially not to the people of South Africa. Fifty three years ago this vision was in essence the aspirations crafted in the Freedom Charter by the oppressed, who were dreaming of equal rights and opportunities for their children and themselves.

Taking our lead from the very same people, who gave up their families and in many instances their lives to open the doors of learning to all, we have been laying the foundation for a literate and skilled society capable of participating in all democratic processes and contributing to the growth and development of all the people in KwaZulu-Natal.

Proof of the Department’s success in promoting greater access to education is the constant growth in enrolment figures for the Senior Certificate Examination. The number of learners who wrote their final

year school examinations has steadily increased from 97 367 in 2003 to a record number of 148 093 in 2007. We have thus increased access to matric dramatically by truly opening the doors of learning to all. We have stopped the practice of gate keeping and enrolling learners and whole schools as part time candidates. At the same time the standard required to pass has been vastly improved. Rote learning has been replaced by analytical thinking and the ability to apply knowledge.

In this Budget Speech I will reflect on what we have achieved, as well as our goals for the 2008/2009 financial year. I will also reflect on lessons learnt to ensure that what we want to achieve is in line with our mission, which is **providing opportunities for all our people to access quality education which will improve their position in life and contribute to the advancement of a democratic culture in KwaZulu-Natal**. Education is after all – in former president Nelson Mandela’s words – “the most powerful weapon which you can use to change the world.”

If a school is a mirror of the future society: what do we see? Are we equipping our children with cooperative skills to build communities for the next generation? Do they learn problem-solving skills to provide them with the tools to tackle problems that face our country, our continent, our planet? Will they survive in the global corporate world with the communication skills that they are learning? Are we fostering the concept of life long learning?

Some learners realised early in their lives that going to school and getting an education are two different things and, as Dr Rosa Minoka-Hill, the first native Indian physician in the US, pointed out, “they don’t always happen at the same time.”

Getting KwaZulu-Natal learning requires more than four walls and a roof. It also requires more than policy and paper. It requires quality education, which in turn raises the question: what is quality education?

According to Unicef quality education can only take place in a learning environment where children are free to learn; where children are treated equally; where they have the tools and resources to learn; and where they are excited about and proud of learning because of positive support from their teachers and families. Quality education protects all children’s rights, puts the interest of the child first, attempts to involve the entire community, and tries to develop both academic as well as life skills, such as self-esteem and self-confidence.

World renowned educationist Dr Art Costa said “Changing public education is like punching a pillow or like moving a cemetery; after you’ve done all the work you still have a cemetery.”

I agree. To breathe quality into education we need **Passion, People and Pride** :

- ✍ Professional principals, teachers and officials, who are not heroes but hero makers.
- ✍ Communities who share values.
- ✍ A society that will do anything in their power to prevent the disruption of teaching and learning.
- ✍ A nation that will do **WHATEVER IT TAKES** to see that our children, students and adult learners get the quality education they deserve.

Education is the key to break the shackles of poverty. We cannot afford to fail our people. Whatever it costs, the price of failure will be greater than the price of education. Our people are worth it. Our country is worth it. Our continent is worth it. Our planet is worth it.

1. ACHIEVEMENTS

Our theme for the 2007/2008 financial year was “Ready to Excel.” I am pleased to say that we have excelled in numerous areas with the budget entrusted to us.

1.1. PROVIDING BEYOND BRICKS AND MORTAR

The backlogs in infrastructure have been no secret to this house. A 2003 report revealed that 34% of KZN schools had no water on site, 60% of schools had no power supply, 77% had no libraries, 85% no laboratories, 75% had no computers, 34% had no principal offices, 51% of schools used pit latrines (333 schools had no toilets at all), etc. A shortfall of 14 667 classrooms was estimated.

Further investigation revealed that the 2003 report in fact underestimated infrastructure needs because structures that we now consider as wholly unsuitable were counted as existing infrastructure.

The 2006/2007 National Education Information Management System (NEIMS), which replaced the Schools' Register of Needs, found close to 1350 non-brick structures (wood, metal and mud schools) which will require R2.4b to replace over a number of years. To eradicate the current backlogs of 12 500 classrooms, 12 300 specialist/multipurpose classrooms, 3500 media centres and 3700 computer classrooms, as well as appropriate administrative buildings, an amount of approximately R25b is required. This amount also includes the provision of toilets at 209 schools without sanitation (they either have unventilated pit latrines or no functioning toilets at all because the existing pit latrines are full).

However, we are pleased with the progress that we have made. Since 2004 we have delivered 19 whole new schools, 5287 classrooms, 12 686 toilets, 2313 water tanks and 50 boreholes. We have linked 250 schools with existing electricity lines and 50 with piped water. In the past two years we have fenced 384 schools.

Our infrastructure budget of R974 m for the 2007/2008 financial year has been spent wisely. We have provided:

- ? 5 whole new schools: Uthando Primary (Pinetown); Zimingaye Primary (Umzinyathi); Maququ Primary and Sitholinhlanhla Primary (Empangeni); Umzumbe High (Ugu),
- ? 1471 classrooms,
- ? 3186 toilets,
- ? 40 media rooms (libraries),
- ? 42 computer rooms,
- ? 36 science laboratories,
- ? 18 nutrition blocks,

- ? 160 administration blocks,
- ? 25 boreholes,
- ? 1200 water tanks,
- ? we assisted 100 schools to connect with existing electricity lines,
- ? and connected 50 with piped water from the school fence (where our responsibility starts), and
- ? A total of 237 schools were fenced.

We have gone beyond bricks and mortar in our infrastructure programme by building our people's lives and contributing towards poverty alleviation and stimulating the second economy:

- ? In the 2007/2008 financial year 3190 jobs were created in our Fast Track programme, which uses emerging contractors from the pool of youth and women entrepreneurs.
- ? These small contractors were given the opportunity to grow from GB 1 of the CIDB rating to GB5, enabling them to compete with construction giants such as Murray and Roberts and Group Five in the construction industry.
- ? Our Fast Track programme has been lauded nationally. As a result delegations from other provinces visited KZN last year with the purpose of implementing similar programmes in their provinces.

In line with our programme to consolidate, revive and equip non-viable rural and farm schools we have renovated boarding schools at 16 institutions to ensure access to quality education to a significantly larger number of learners.

New life has been blown into the tired buildings of Sukuma Comprehensive School where one male and one female hostel were fully renovated for occupation. Other completed renovations included two dining halls, one kitchen, two science laboratories and one biology laboratory. Appelsbosch College will also be taking in boarders for the first time from June 2008, while several buildings at Msinga High School received a make over – ready for the mid- 2008 intake.

The 13 other boarding schools that had extensive renovations to address unacceptable conditions are Umlazi Comtech, Vukuzakhe High School, Umthwalume High School, Ohlange High School, Siyamukela High School, Sihayo High School, KwaDlangezwa High School, James Nxumalo High School, Masibumbane High School, King Bhhekuzulu High School and Mlokothwa High School.

Natural disasters, such as storms and fire, made demands on our infrastructure budget and we were forced to spend R151.2 m at 243 schools for repairs.

1.2 REACHING OUT TO OUR RURAL CHILDREN

Due to various reasons such as the depopulation of rural areas some schools are no longer viable and we often end up with multi-grade teachers in dilapidated buildings, offering a limited curriculum. By merging these small schools into large centres our children will benefit.

These schools will be consolidated without disrupting access to affected learners. Where schools are consolidated learners will either be transported to superior well equipped and staffed facilities or be provided with accommodation at schools with boarding facilities.

To this end the Department has engaged the services of the Human Sciences Research Council (HSRC) to undertake an analysis of all the schools in the province and to develop a model that can identify targeted schools for consolidation, based on school size, distance and accessibility statistics (the percentage of pupils within a given radius from a school).

Several institutions have been identified as suitable sites where a few farm schools could be merged into a single large institution. One such institution is Appelsbosch College, which has been identified as a site to pilot the strategy. We will transfer learners and teachers from identified rural and farm schools to Appelsbosch.

1.3. BOLSTERING RURAL DEVELOPMENT THROUGH EDUCATION

Strategically placed Education Centres will provide much needed education resources to our schools clustered around a centre:

- ✍ 90 centres are now fully operational after they have been equipped with furniture, computers, data projectors, videos, television sets, photocopiers and access to the Internet, as well as email facilities.
- ? 25 more centre managers were appointed, bringing the total to 45 permanent centre managers.
- ? 7 ICT specialists were appointed. This is a scarce skills area and we will continue to recruit more.
- ? Umzimkhulu has been incorporated into our plans and three centres for the area have been planned. One of the centres will be at Ngwaqa Senior Secondary School, while the other two will be confirmed after further consultation.
- ? Mobile libraries were placed in five free standing centres: Phungashe (Ukhahlamba); Mbazwana (Obonjeni); Abaqulusi (Vryheid); Tugela Ferry (Ukhahlamba) and in Pinetown. Three mobile libraries which are currently being branded, will go to Education Centres in Manguzi, Maphumulo and the Maqhwe centre in Pholela.
- ? 9 assistant librarians and 8 drivers were appointed.

At a cost of R300 000 twelve career centres will be established in 2008/2009 at existing Education Centres. These centres will assist with career education and career development for all learners, particularly Grade 12 learners.

The centres are used for a wide range of programmes, varying from the Advanced Certificate in Education course for school librarians; Early Childhood Education facilitators' training; teacher training in the new curriculum, an Eskom-funded ACE programme for science educators run by UKZN; language and computer courses; economic upliftment programmes for the benefit of local communities, such as beadwork, of which you have seen examples in the foyer; gardening (two centres are supplying vegetables to Woolworths and Pick n' Pay in this project funded by the Flemish government); training of cooperatives (a joint venture of our FET Colleges and the Department of Economic Development); learnerships for our out of School youth in construction; IT; to media and advertising.

The successful implementation of the Education Centres policy, funded by the Royal Netherlands Embassy initially at R160 m, resulted in the extension of the funding period for two more years (2009 – 2011) at a cost of a further R236 m, while the number of centres will be increased from 120 to 139. We express our sincere gratitude to RNE.

1.5 "NO FEE" SCHOOLS BRING RELIEF TO POOR PARENTS

The "No Fee" schools policy, introduced in 2006, benefits learners in schools in the poorest areas and improves access to learning opportunities in indigent communities. In the 2007/2008 financial year an additional 2000 schools were added to the "No Fee" schools list, bringing the total number to 3341 benefiting 1 170 965 learners (representing 43% of the learner population).

1.6 NUTRITIOUS MEALS FOR HUNGRY CHILDREN

In the National School Nutrition Programme in the 2007/2008 financial year:

- ? children at 3760 primary schools received meals for at least 162 days of the school calendar reaching 1467 760 or 55% of our school going children.
- ? 44 Special schools with 13 087 learners were included in the programme in the 2007/2008 budget year.
- ? In our pilot project 43 Local Women Cooperatives (431 women) provided meals to 244 700 learners in 689 schools. The majority of these cooperatives have received more than R1 m for services rendered. Not only did this enable the women to put food on their own tables but 50% of the cooperatives have redeemed their loans with Ithala bank, 75% have offices and hired administration clerks, a few have warehouses and two have paid up vehicles. We intend extending this programme to include more women cooperatives.

- ? 1607 sustainable food gardens were established in the 2008 financial year and an additional 38 gardens are now fully operational as part of the Flemish funded joint venture with the Department of Agriculture.

1.7 BOOK DELIVERY (LTSM)

Service delivery in the provision of Learner and Teacher Support Material (LTSM) has improved dramatically with close to a 100% delivery of textbooks to non-section 21 schools on the first school day of 2008. (Section 21 schools order their own books.) In fact we have exceeded our own target set down in the Department's Service Delivery Charter.

For the first time non-section 21 schools were given the special function to purchase stationery for 2008. Principals were trained in the procurement process and it is pleasing to report that all schools that received a budget for stationery procured stationery successfully.

In addition there has never been more books in our schools as we have ring fenced and nearly tripled the LTSM budget. In 2004 there were no systems in place to monitor delivery but the reports we received were extremely negative. A further problem was that once the requisitions were handed to the suppliers the Department had no control over the purchase and distribution of LTSM. The Department now has accurate tracking and monitoring systems in place that provide details of deliveries to every school.

1.8 DROP ALL AND READ!

Reading is the most basic requirement of learning. We have adopted the "Drop All And Read" project which requires all schools to make provision within the instructional time for reading at least one hour per week. In addition a Reading Promotion Handbook and an Educator's Guide on Teaching Library and Information Skills as well as guidelines on Information Communication Technology for School Libraries were developed.

- ✍ Close to 200 teachers enrolled in the School Library Development and Management programme at the University of KwaZulu-Natal.
- ✍ 200 Foundation phase teachers in the Umzinyathi and Obonjeni districts received specialised training in literacy with a focus on reading as part of the Quality Improvement, Development, Support and Upliftment programme (QIDS UP).
- ✍ Readers for grades 1 to 7 have been procured for QIDS UP schools.
- ✍ 25 new central school libraries were established in the iLembe, Kokstad, Port Shepstone, Umzinyathi, Umlazi, uThukela, Vryheid, Pinetown, Empangeni, Amajuba and Obonjeni districts. More media rooms (40) were built but we only had funding to stock 25.

- ✍ 571 schools with a total enrolment of 500 999 learners received consignments of school library material to the value of R100 000.
- ✍ Six mobile libraries are serving schools without media centres in rural areas, while three more will be purchased and another three branded to be used in this financial year.

1.9 ROLL-OUT OF GRADE R TOWARDS THE REALISATION OF 2010 GOALS

In response to the national policy that by 2010 children aged five should have access to Grade R, the Department introduced 600 Grade R classes in the poorest areas of its 12 districts in the 2007/2008 financial year. This brought the total number of Grade R classes in KwaZulu-Natal to 4600. Of these 3755 are at schools and 845 operate as community based sites.

- ? All 600 new grade R practitioners were trained during this period.
- ? For the first time all 4 600 Early Childhood Development (ECD) classes are receiving Learner and Teacher Support Materials to the value of R4600 each.
- ? The first phase of building Grade R classrooms was launched and presently 36 are under construction. The new ECD classroom plan is 25 square meters bigger than the standard classroom of 50 square meters and includes a carpeted story telling area and a storeroom.

1.10 HIV AND AIDS – CARING FOR OUR VULNERABLE CHILDREN

The Lifeskills and HIV and AIDS Programme is a prevention programme that is driven through the curriculum and is compulsory for all primary and secondary schools.

- ? To equip teachers for this task 3 800 General Education and Training (GET) and Further Education and Training (FET) educators, as well as 840 ECD practitioners were trained on the integration of life skills into the Life Orientation Learning area in all our schools.
- ? 2784 learners were trained as peer educators at secondary schools and 1451 educators as lay counsellors to manage care and support programmes for the infected and affected in schools. Presently KZN has approximately 890 Soul Buddyz clubs – the highest number of clubs in the country. The concept of peer education was initiated by Soul City, primarily to tackle HIV and Aids, as well as other social issues. Peer education is a well established concept that is practised internationally as a method to promote HIV prevention. After the first training in late 2004 KwaZulu-Natal Soul Buddyz have won national awards for three consecutive years, starting in 2005.

1.11 PUBLIC SPECIAL SCHOOLS

The 2007/2008 financial year was the first year in which the Department provided transport to Schools with Learners with Special Educational Needs. Thirty one buses were procured and adapted to serve these learners.

The scoping for the establishment of three new special schools (Hlabisa, Msinga and Eshowe) has been completed, while five special schools, which were in a state of degradation, were completely renovated during 2007/2008.

1.12 INCLUSIVE EDUCATION

We cannot simply assume that a learner has parents, enough food and a room with a table and a chair to do homework. Very often these essential systems we regard as normal do not exist and create learning barriers that impact on the performance of learners.

The Department has adopted a multi-sectoral strategy that will turn schools into Inclusive Centres of Learning, Care and Support to address learning barriers. According to this strategy a caring and supportive environment can be created through full service schools (Centres of Learning, Care and Support) at 48 nodal points. Full service schools are schools that will be equipped and supported to provide for the full range of learning needs among all learners. Special attention will be paid to developing flexibility in teaching practices and styles through training, capacity building and support to learners and educators in these schools. These centres will in turn service clusters of schools and communities around them. The majority of these facilities are in the rural areas. The following departments and organizations have been participating in the programme: the Departments of Health, Correctional Services, Social Development, Home Affairs, the South African Police Service, Love Life, Media in Education Trust, Victim Support, ward councillors and municipalities.

In another programme – intended to provide care and support to all learners infected and affected by HIV and Aids - the Department has to date established 507 Schools as Centres of Care and Support: - a programme that intends to provide care and support to all learners infected and affected by HIV and AIDS. The pilot project is funded by the Royal Netherlands Embassy at a cost of R84m over four years and a further R3m for the pilot project. It is managed administratively by the Media in Education Trust at 21 pilot schools in the Ugu district:

- ✍ Two learner support educators and two counsellors were appointed per full service school.
- ✍ Educators and managers were trained in the development of programmes for learners with barriers to learning,
- ✍ Each pilot full service school received two support centres, consisting of a health room, counselling room, activity room and a store room.
- ✍ A support structure comprising district-based, circuit-based and institution-based support teams was established to mobilise support for learners with barriers to learning, e.g. the facilitation of access to social grants at all 21 schools.

1.13 PSYCHO-SOCIAL SUPPORT SOLUTIONS

- ? The Newcastle School of Industry was identified for conversion to accommodate a reform facility and a psychologist has been appointed to head the therapeutic programme of the envisaged facility.
- ? Policy guidelines and the concomitant protocols for the management of child abuse, teenage pregnancy, substance abuse and disaster management have been developed.
- ? In the inter-sectoral project funded by the International Centre for Eye Care Education Africa (ICEE) and supported by the Departments of Education and Health 167 968 primary school learners have had their eyes screened and where necessary were provided with spectacles and low vision devices.

1.14 BRIDGING THE DIGITAL DIVIDE

Historically the Department had no budget for the delivery of Information Communication Technology (ICT). Thus the backlog was enormous – 75% of our schools did not even have one computer in 2003. In terms of the Policy on e-Education, the Department has to provide infrastructure, that is, connectivity and computers to schools, professional development of educators and the development of digital content by 2013. The Department also has to research and integrate ICT into the curriculum in both the GET and FET bands. The rollout of ICT to all our schools requires a budget of more than R2.5 b – money we don't have. This leaves us with a major challenge to have all learners and educators in the GET and FET bands ICT capable by 2013. Furthermore, the lack of electricity at 1553 of our schools constitutes an additional problem.

With this in mind, we started since 2004 to provide hardware, software, connectivity and support to our schools, and this continues unabated. To date 4220 of our 6000 schools have received at least one computer and printer for administrative purposes, while we have also established 160 computer laboratories and 7665 educators have received training in basic computer literacy, Computer Aided Training (CAT), and Information Technology (IT) respectively.

In the 2007/2008 financial year:

- ? 63 computer laboratories with a total 1016 computers were established at identified schools. These computers have been networked and each laboratory has been provided with a server and a whiteboard.
- ? In our programme to promote Science, Agriculture and Technical Subjects at historically marginalised schools, 20 schools received 20 computers each with Computer Assisted Design (CAD) software, as well as an upgrade in electricity and security, at a cost of R11 m.

- ? A further 500 schools were provided with one computer and printer each for administrative purposes.
- ? 2400 educators received training in basic computer skills, 1100 received training in CAT and IT and 4800 GET Technology educators attended a three-day training workshop.

1.15 TEACHER BURSARIES

There has been a significant decline in the enrolment of student teachers over the past decade. As a result it has become increasingly difficult to fill positions in scarce subjects, especially in the rural areas. However, both the National and Provincial Education Departments have a strategy to recruit and retain teachers.

Since 2005 my Office has changed the bursary system to deal with the critical shortage of teachers in gateway subjects. A total of 251 students have since been sponsored to study towards BEd degrees in scarce subjects from 2006 to date. In 2007 my Office sponsored 78 new students from disadvantaged backgrounds, while 120 students received bursaries in 2008. This initiative has already started paying off, when six new science, mathematics and accounting teachers started their teaching careers at schools in KZN in January 2008. We expect approximately 25 new mathematics, science and accounting teachers by the end of the 2008 academic year, following the completion of their studies at higher education institutions.

This is in addition to the FUNDZA LUSHAKA BURSARIES from the National Department of Education - aimed at recruiting matriculants into the teaching profession particularly in gateway subjects. In 2007 a total of 151 bursaries were awarded to students in KwaZulu-Natal. Of these 43 completed their studies by the end of 2007 and they have already been placed in the Department. A further 142 bursaries have been awarded to students in KZN in 2008. Funds earmarked for teacher education have also been allocated to the National Student Financial Aid Scheme (NSFAS) for loans to enable needy students to study.

1.16 TEACHER TRAINING

We identified a need to train teachers by enrolling unqualified and under qualified teachers for a National Professional Diploma in Education (NPDE). This diploma is the equivalent of two years of full-time study or four years of part-time study, depending on Recognised Prior Learning and Experience (RPL). Preference is given to teachers with five years of unbroken service. In 2007 we enrolled 2005 NPDE students (1649 women and 356 men) at the University of KwaZulu-Natal. At the beginning of the 2008 academic year 1262 women and 243 men, totalling 1505 students, started their two- year diploma at UKZN.

Training teachers for the new curriculum in the 2007/2008 financial year included the following:

- ✍ 1800 grade 11 and 12 educators were trained, after subject advisors and lead educators had been trained in the “Train the Trainer” programme in partnership with the US-based National Council on Economics Education (NCEE).
- ✍ 1080 educators have completed a two-year course in Mathematics Literacy at the Nelson Mandela Metropolitan University at the end of 2007. It cost the Department R25 m to provide tuition, accommodation and food.
- ✍ A further R14 m has been utilized to register 1280 educators at the University of KwaZulu-Natal for a two year diploma course in Mathematics Literacy in the 2007/2008 financial year. Of these 880 completed their first year in 2007, while 400 started their first year in January 2008.
- ✍ 400 educators, who teach Engineering, Graphics and Design to Grades 10 - 12, received training in Computer Assisted Design (Cad) with Toyota Prospector in 2007.
- ✍ 26 000 educators were trained in the new curriculum at a cost of R30m, while documents on how to teach and assess the new content were developed in all 29 subjects of the National Curriculum Statement.
- ✍ 144 Eastern language teachers received training in the National Curriculum Statement.
- ✍ 750 educators were trained in Computer Aided Training (CAT).
- ✍ 350 educators received training in Information Technology.
- ✍ Specialised training was provided to 1300 educators who teach in multi-grade classrooms in the General Education and Training band.

1.17 SUBJECT ADVISORS

We have made remarkable progress on this terrain since 2004 when we had fewer than 50 subject advisors in the entire province. I am pleased to say that fifty three new subject advisors assumed duty from the first of this month and we expect to finalise the appointment of 387 by July 2008.

1.18 STRENGTHENING SCHOOL MANAGEMENT

- ✍ The KZN Department of Education, in conjunction with the National Education Department, started the ACE school leadership programme last year, which is a special businesslike practice-based course to train principals. We enrolled 100 principals in 2007 at the University of KwaZulu-Natal and another 100 this year for the two year course. Researchers appointed by the national department support and assess the principals at their respective schools. If the programme succeeds the qualification will be a requirement by 2010 when a candidate applies for a position as principal of a school.
- ✍ Continuous Education Management Development and Training were offered through an induction course to all new senior management team members, as well as school governing body members.

✍ A nine point plan to assist and monitor principals whose schools performed below 60% in the Senior Certificate examinations has been put in place. According to this plan schools that obtain a pass rate of 50% or less for two consecutive years are categorized as Special Measure Schools. There is increased monitoring at these schools, as well as monthly reports on turn around plans; principals must twin with successful schools and are given training where necessary, and if there has been no improvement consideration is given to redeploy the principal.

1.19 FOCUSED IMPLEMENTATION OF SYSTEMIC EVALUATION

Following increased pressure on the education system to conduct standardized tests there has been an increase in the number of grades and learners that write these tests. The year 2007 was the first year in which a national grade 6 systemic evaluation - the Southern African Consortium for Monitoring and Evaluation of Quality (SACMEQ) study - was conducted in the province. The department will address the SACMEQ recommendations in the 2008/2009 financial year.

1.20 EDUCATOR EMPLOYMENT

Since 2004 we have been progressively lowering the educator/learner ratio which was in 2003 at 1:36. It has since dropped to 1:34.9 (2004/2005), 1:34.6 (2005/2006), 1:32.35 (2006/2007) and 1:31.36 for 2007/2008.

The post provisioning norm for 2007/2008 was successfully implemented and not only reduced the educator/learner ratio but also decreased the number of teachers who are surplus to the requirements of their schools from 822 to 265. The latter are currently being considered for redeployment into attrition posts.

More than 2000 temporary educators, who had been in service for 12 months or more in substantive posts, were given permanent appointments to improve continuity in the education system.

The situation of temporary teachers in KZN schools has changed dramatically from 2004 to date. In 2004 the Department had 16 938 temporary teachers (excluding substitute teachers standing in for sick colleagues or those on maternity leave). I am pleased to say that the number has dropped significantly as a result of our intervention. In 2004 we converted the status of all temporary teachers who had more than five years service in the Department to permanent. The situation further improved when a groundbreaking resolution was signed in the Education Labour Relations Chamber in 2006 that all temporary qualified teachers, who had been employed for 12 months or more on a continuous basis should be made permanent, subject to the recommendations of their school governing bodies. Currently we have 5184 temporary educators (3172 are in the process of being made permanent through normal advertising and 354 are due for conversion following the completion of their twelve months in service).

Another unique collective agreement – the first of its kind in the country: *The multi-term agreement on Post Provisioning Norm* – has come into effect in 2008. This agreement that followed extensive consultation with teacher unions will ensure that the staffing of public schools proceeds in a climate of certainty and stability with minimum disruption to the organisation and administration of public schools.

In support of teachers in the foundation phase, 600 Teacher Assistant posts have been created at a cost of R18 m and 63 schools for Learners with Special Educational Needs (LSEN) were allocated a total of 232 support personnel posts comprising 16 administration clerk posts, 30 cleaner posts, 100 teacher aid posts and 86 security guards posts. In addition mainstream schools in the poorest areas (Quintiles 1 & 2) were allocated 270 administration clerks and 200 cleaner staff positions.

1.21 EDUCATOR ASSESSMENT

Educator assessment in terms of the IQMS were successfully implemented and as a result salary, accelerated and grade progressions were made to 69 479 educators' salaries (in-keeping with the relevant Collective Agreement) in July 2007 despite the disruptions during the strike action.

In-keeping with Cabinet Resolution 39 of 7 March 2007, the generic policy document on Employee Performance Management Development System (EPMDS) has been customised as a Departmental Implementation Manual.

1.22 WOMEN IN SENIOR MANAGEMENT

The number of women in Senior Management positions in the Department has increased from 18 in 2004 to 27 in 2008.

1.23 SAFE SCHOOLS

The sad and sobering truth of school safety is that there are no quick fixes. Crime and violence are social evils that cannot be addressed by Education alone. We need partners and for that reason an interdepartmental task team was formed, consisting of representatives from Education, Community Safety and Liaison, the South African Police Service and Transport. This task team has been formulating short term, as well as long-term solutions:

- ✍ One of the first steps taken by the Department of Education was to ensure that all schools have active safety committees, consisting of principals, school governing body members, local councillors, the local amakhosi, etc.

- ✍ Aligning Departmental safety structures with schools was a key priority in 2007/2008. The Office of our Departmental Head, Dr Lubisi, and Commissioner Hamilton Ngidi of the South African Police Service have worked closely to participate in all crime prevention programmes offered by SAPS and to give access to managers from head office to school level to contribute to the

formulation of crime prevention plans for their areas. This invitation also includes participation in all social crime prevention programmes, e.g. anti-drug and anti-violence campaigns and the Adopt a Cop campaign. In the 2008/2009 financial year this interaction will be quarterly monitored. The 2008/2009 financial year will also see the alignment of different education management levels with management levels in SAPS to formalise cooperative relationships with a view to prevent crime.

- ✍ At school level all schools have been linked with police stations and in particular with the stations' Youth Desks. The KwaZulu-Natal Department of Education has nominated 28 officials to represent schools in 28 cluster "joints" (structures formed under the auspices of SAPS) where crime combating strategies for specific areas are discussed. All these officials are located near police stations to support the schools and their school safety committees.
- ✍ We have prioritised fencing and have fenced 384 schools in the past two years. This has left us with a backlog of 950 schools that need fencing. In the 2008/2009 financial year 492 schools will be fenced, while the remaining 458 will be fenced in 2009/2010.
- ✍ Close to 3000 security guards will be appointed in the 2008/2009 financial year to protect schools in Quintiles 1 and 2.
- ✍ To assist schools and school governing bodies the legal component of the Department has drawn up strict guidelines to ensure that search and seizure is conducted within the law.
- ✍ It is essential that we share the same values at school, at home and in communities. To this end we organised an indaba at King Goodwill Zwelithini's Royal Palace at Ingwavuma, where close to 5000 people were addressed by His Majesty, myself and the Head of Department in an attempt to find solutions to problems at schools in the Obonjeni district.
- ✍ I met with stakeholders at KwaMbonambi with a view to identifying challenges and solutions to crime in the area, following a spate of incidents that closed a number of schools in the Dondotha area.
- ✍ My Office organised a special prayer meeting on 15 April 2007. The mass prayer rally, which was attended by some 5000 people in Esikhawini, followed several incidents of violence and criminal activity in the Empangeni district in particular. Spiritual leaders and church members from all faith groups and denominations attended the event to join hands in prayer with school governing bodies, learners and teachers from across the province.

- ✍ 14 schools in Cato Manor were added to the 52 in the *Tiisa Thuto*' pilot project that was implemented in the past two years. This initiative of Business Against Crime provides training and development for educators, learners and parents in identified life skills to help them take ownership of their lives and address the problems of substance abuse, conflict, violence, gangsterism, etc in schools and the community. We are now considering the extension of the project to other districts.
- ✍ Our Palm of Peace Pledge is a campaign that is aimed at individual accountability and responsibility. Learners, educators and other stakeholders have been asked to sign a pledge to keep schools in KwaZulu-Natal safe places in which to learn and work.
- ✍ A School Safety Summit was planned for 2007/2008 but had to be postponed as a result of the industrial strike action. It will now take place in July 2008.

1.24 SKILLS DEVELOPMENT THROUGH FET COLLEGES

One of our greatest goals in the Further Education and Training sector is to take education to the people who most need it. Therefore we have increased our skills training sites – all under the auspices of our 9 Colleges - from 52 in 2004 to 73 in 2008. The majority of the new sites are in rural areas and three more are being set up in Inanda, Cleremont and Nquthu, while two sites are in the pipeline for Howick and Bergville.

The lack of suitably trained artisans in South Africa and other countries is no secret. In KwaZulu-Natal millions of people have been trapped in poverty because they are semi or unskilled. It makes infinite sense to train our people who live in poverty when we are talking about skills development. We need particular training as far as the 2010 Soccer World Cup is concerned and a comprehensive business plan has been drawn up.

Addressing this crucial need our FET Colleges produced 121 588 qualified students at the end of the 2007 academic year. The students obtained qualifications in the following fields: 55 027 in Engineering and Business Studies; 1500 students received National Certificates (Vocational); 47 526 students obtained qualifications in skills programmes. A total of 2562 Cooperatives and SMMEs were trained and 14 973 students are in learnership programmes.

Some spectacular progress has been made by the FET Colleges in partnership with foreign and local departments, organisations and companies:

1. In our partnership with the Tooling Association of South Africa (Tasa) our first students completed the first leg in Toolmaking at the Plessislaer campus of the Umgungundlovu FET College in 2007. At the Durban campus of Coastal FET College a world class Toolmaking Centre has been

- established. Equipment and heavy machinery to the value of R34 m have been purchased and installed and training in Tooling and Die manufacturing design for 90 students started in January 2008.
2. With a number of Petro-Chemical Industries situated in the Durban South Basin, Coastal FET College has entered into a joint initiative between SAPREF, Engen and CHIETA to train petro chemical artisans and other practitioners.
 3. A training centre at the Cato Manor campus of Thekwini FET College was launched last year to provide training for artisans in the instrumentation and flow-control industry. The agreement reached with Endress & Hauser, a German-based company with branches in South Africa, is to ensure that all the latest valve and metering technology is available to the college (including upgrades) so that students can be employed after completion of the programme - following the completion of an N6 certificate in instrumentation. The agreement also includes a public-private partnership between Thekwini College and Tekmation, who are accredited with the Chieta Seta and Merseta to offer this type of training using the state-of-the-art facilities at the Cato Manor campus. Endress & Hauser included a generous bursary scheme as an incentive for the top achievers to continue studying in this field.
 4. In a unique partnership between the KwaZulu-Natal Department of Education and the Department of Correctional Services training has been extended to the young offenders at Ekuseni Youth Development Centre near Newcastle. More than 150 learners enrolled for Civil, Mechanical, Electrical, Information Technology and Business related courses at the new satellite campus of Amajuba FET College. The partnership is a first of its kind in South Africa and a response to the needs of the community. An offender, who has completed his or her NCV4, will be employable or capable of starting his or her own business when released. Career guidance and counselling at NCV2 level ensures that the learner chooses the right stream.
 5. Training of emerging entrepreneurs in KwaZulu-Natal is high on our agenda. An exciting partnership with Syntra Midden-Vlaanderen, the Flemish entrepreneurship training organization, has seen the training of 25 KZN trainers by this highly successful training organization. In turn the South African trainers will have trained 100 SMMEs by the end of 2008 (50 at Coastal FET and 50 at Umgungundlovu FET Colleges respectively). Once implemented it will be extended to other FET Colleges. The partnership between the Department and Syntra Midden-Vlaanderen in Belgium emanated from a visit by Premier Sibusiso Ndebele and myself in 2005. Eighty five percent of the R1.4 m project is funded by Flanders, while the Coastal FET and Umgungundlovu FET Colleges pay 15% of the cost.
 6. Responding to the needs of former prisoners Esayidi FET College has designed a special programme in panel beating, welding, spray painting, plumbing and brick laying for ex-prisoners at the Gamalakhe campus.

7. In partnership with Sketches in Atlanta the Khonoletu Arts & Craft Centre was established at the Enyenyenzi campus of Esayidi FET College. The centre, which provides training in weaving, pottery, candle-making and beading, has become a tourist attraction, which is promoted by the Hibiscus Coast Tourism Association.
8. Umgungundlovu FET College was given the responsibility to establish the "Monument of Peace Project" - a joint venture with the Office of the Premier – and especially designed to train former combatants. In 2007 the college enrolled 100 students for training in construction. We are pleased to announce that the first toilets at rural schools built by these same former soldiers have been completed in Msinga. Another 100 former combatants will start their training in May 2008.
9. In partnership with Sappi a brand-new Technical Training Centre was built at the Mandeni Campus of the Umfolozi FET College. Not only does the centre house Sappi's entire existing in-house technical training centre, but it also offers the National Certificate (Vocational) courses. Three disciplines (electrical, instrumentation and fitting) are on offer.
10. Approximately 600 community police members were trained at all nine FET Colleges between August and October 2007 in a joint venture between the Departments of Education and Community and Safety Liaison.
11. A soccer academy at Mbumbulu campus of Coastal FET College has been established. The soccer stadium, gymnasium and other facilities are nearing completion. The R59m project is funded by the Office of the Premier.
12. Mnambithi FET College in partnership with Defy, well-known manufacturer of refrigerators, washers and dryers, stoves, dishwashers and air conditioners, has been implementing a MERSETA learnership to train employed, as well as unemployed learners.
13. E-learning has been given a boost at Elangeni FET Colleges with a partnership with the Glasgow Metropolitan College. The partnership deals with ICT programmes and includes dual accreditation.
14. A new campus has been established at Jozini by the Mthashana FET College, offering N3 (Grade 12 – a six months finishing school) and N4 in Management Assistance. From May 2008 NATED Engineering courses will be introduced.
15. The Mthashana FET College also opened a new engineering campus in Vryheid, while a plumbing workshop has been built at the Nongoma campus of Mthashana FET College.

Recapitalisation funds were spent on:

- ? The training of 1837 staff members to teach the National Certificate Vocational which commenced in 2007.
- ? Upgrading of IT systems at 26 sites of the nine FET Colleges
- ? The upgrading of 61 workshops, 71 classrooms, 23 college sites, 35 computer laboratories and 40 offices.

- ? Equipping 90 workshops, 72 classrooms, 50 offices, 52 Computer Laboratories and 25 simulation rooms with modern equipment, heavy machinery and up to date IT Systems.

1.25 EDUCATION MANAGEMENT AND INFORMATION SYSTEMS

Data management and information systems still present the Department with challenges and therefore there has been a sharp focus on the development and enhancement of Management Information Systems to improve decision making and policy choices.

A national EMIS project (South African Schools' Administration and Management System - SASAMS) is being implemented in the province. The project aims to improve data quality and integrity to ensure that data is as accurate as possible and enables the Department to plan, monitor and report on the status of education in the province.

In addition, the Department is also implementing a three-year EMIS Improvement Project that is driven nationally to address the shortcomings of the current EMIS systems and to provide for the implementation of the Education Information Policy. The two interventions will run concurrently and will complement each other in improving the critical processes ranging from data collection to reporting.

1.26 PROMOTING SCIENCE, AGRICULTURE AND TECHNICAL SUBJECTS

In promoting Science, Agriculture and Technical Subjects at historically marginalised communities the Department has provided the following in the 2007/2008 financial year:

- ? 5 laboratories (3 physical science and 2 biology) to 3 secondary schools, of which 2 are Dinaledi schools. The laboratories, which were established at Mshweshwe High (Ugu), Qoqisizwe Secondary (Umgungundlovu) and Sisebenzile Secondary (iLembe), were provided with equipment, chemicals and furniture.
- ? Science equipment and chemicals to 12 Education Centres.

1.27 MASIFUNDISANE ADULT LITERACY CAMPAIGN

Who will ever forget when 101 year old Gogo Bonezinkulu Magubane shook the Premier's hand after receiving her literacy certificate? This provincial mass literacy campaign has been a resounding success.

A total of 180 000 adult learners enrolled in the 2007/2008 financial year to learn to read, write and count. The Masifundisane Secretariat recruited, trained and supported 4000 facilitators, 300 supervisors and 240 community monitors at 4000 learning sites throughout KwaZulu-Natal.

The first graduation ceremony happened to be in prison in June 2007. To 77-year old Sindizwe Buthelezi his life sentence at Qalakabushe Prison in Empangeni has actually given him a new freedom: the

freedom to read, write and count. As Mr Buthelezi told journalists – he no longer has to pay other inmates to write and read his letters - he can now do it himself.

A mass graduation ceremony followed in September 2007 where 10 000 learners were awarded certificates. A total of 22 500 certificates will have been handed out for the 2007/2008 financial year at a series of graduation ceremonies.

Not only has this joint venture with the Office of the Premier and other sister departments freed thousands of our adults from the prison of illiteracy, but it has also provided an income to more than 4000 facilitators, supervisors and monitors. Approximately R33 million has been paid to them as stipends in the 2007/2008 financial year.

1.28 LEARNER TRANSPORT

In rural areas some learners walk more than five kilometres to and from school, which often has a negative impact on attendance and completion of their schooling. The Department has taken a policy decision to provide transport to learners from deep rural, farming and under-serviced areas, as well as learners with special educational needs. In that regard we have procured 31 buses for learners with special educational needs.

However, the transport of learners can only be done extensively as more and more funds become available from the fiscus, as it would cost approximately R1b per annum to transport all children in need. As pointed out before, this Department receives the second lowest allocation per child in South Africa and we will not meet all the needs until this is addressed.

1.29 IN-SCHOOL SPORTS

- ? In partnership with the KwaZulu-Natal Department of Sports and Recreation mass based participation in sports is promoted. It is our fervent belief that a sound mind exists in a sound body. The programme which was launched in April 2006 involves 159 schools, 170 contract employees, 2862 educators/volunteers and approximately 100 000 learners. We identified the poorest of the poor schools to benefit from this programme.
- ? All LSEN schools with different disabilities participated in various codes of sport.
- ? Two schools Mqedandaba Secondary and Umnyakanya Secondary were linked to schools in the United Kingdom and networking with new schools has been explored, as well as networking with a variety of stakeholders on physical education and school sport related issues. Information has been shared on how to enable KZN to implement physical education and school sport effectively, while good practises will be duplicated in similar programmes in KwaZulu-Natal schools.

- ? In 2007/2008 we trained master trainers from all 12 districts to re-introduce physical education in schools with a view of implementing Life Orientation to its fullest. The British Council has offered assistance with further training sessions for the master trainers.

1.30 SUPPORT FOR UNSUCCESSFUL CANDIDATES IN THE 2007 SENIOR CERTIFICATE EXAMINATION

With NATED 550 curriculum having been phased out in 2007 there is a cohort of learners who were unsuccessful in the 2007 Senior Certificate Examinations. These learners cannot be accommodated within the New Curriculum Statement (NCS), but they will be allowed to write their examinations on the old syllabus until 2011. This opportunity is also available for learners, who failed the matric examination in previous years. To assist candidates who were unsuccessful in 2007, the Department has been providing more than 500 centralised teaching centres, educators and learning material.

This initiative has impacted heavily on the budget because no allocation had been set aside for this programme, following the initial intention of the National department to provide funding. When that did not transpire R55m had to be taken from other programmes. Approximately 48 000 learners attend the Saturday classes, while a massive 100 988 candidates (including candidates who wrote their matric prior to 2007) have enrolled for the May/June 2008 supplementary examination.

KEY POLICY INITIATIVES for 2008/2009

2.1 MASIFUNDISANE

Our target for 2008/09 is to ensure that 300 000 adult learners benefit from the programme with a view to having KZN declared a territory free from illiteracy by 2010. In order to increase access to the programme, literacy and numeracy materials are being developed to include SeSotho and English to the existing isiZulu and isiXhosa programmes. By the end of March 2009 the programmes will be available in the four dominant languages of the province, namely, isiZulu, isiXhosa, English and SeSotho. To empower facilitators and supervisors with exit skills we expect 50% of our facilitators and supervisors to sign contracts for learnerships with ETDP SETA by the end of March 2009. The Masifundisane campaign meets all the requirements of the national policy for adult literacy and has been leading the way.

2.2 EARLY CHILDHOOD DEVELOPMENT

It is significant to note that the Grade R learners of 2008 are the Matric Class of 2020. As I said at the release of the Grade 12 results we have to be far sighted and lay the foundation for the day when there will be no need for matric intervention programmes in an attempt to fix something that is fundamentally broken. Therefore we will give the Class of 2020 a head start as they begin their long journey through the schooling system by paying more attention to the foundation skills of early literacy and numeracy. A total of R208 m has been put aside for this very important phase in our children's lives.

In this regard:

- ? We have already embarked on a joint programme with Brookby Education. Forty of our officials were addressed on developing the conscience of the Grade R Child by Professor Martin Prozesky of Compass Ethics. This information is now being disseminated to all our practitioners across the Province.
- ? We will have 18 000 more Grade R learners in 2008, as we will be adding 600 new Grade R classes, bringing the total to 175 000 children in 5200 Grade R classes by the end of the 2008/2009 financial year.
- ? Outdoor equipment such as jungle gyms, sand pits and water troughs will be procured for our Grade R learners at the poorest schools in the 2008/2009 financial year.
- ? A total of 889 posts will be advertised and filled in the 2008/2009 financial year, bringing the total of advertised posts in 2007/2008 and 2008/2009 to 1344.
- ? All Grade R practitioners are trained in the implementation of ECD modules 1, 2 and 3 and practitioners are assisted to improve their qualifications. As part of the Expanded Public Works Programme 445 practitioners are being trained in NQF Level 4 (ECD) and training for a further 20 at NQF Level 5 (ECD) commenced on 31 March 2008.

- ? For the first time – through EPWP funding – we are also training practitioners who are responsible for 0 to 4 year olds (overseen by the Department of Social Welfare). Currently 81 practitioners are being trained at NQF level 4 and a further 216 practitioners are being trained at NQF Level 1 in Jozini and Umzimkhulu. In addition we have also undertaken the training of 172 cooks who provide meals for our Grade R classes.

The training provides employment opportunities to unemployed women, youth and the disabled, who obtain skills through participation in learnerships and skills programmes. This gives us the opportunity of fulfilling government's agenda aimed at poverty alleviation and improved service delivery. These projects have earned the Department two awards (third for best government department and second for best project) in the Expanded Public Works Programme. Future projects include toy making, which will provide an income to the trainees and at the same time benefit our children.

2.3 LEARNER TRANSPORT

More wheels will be turning for our learners than ever before with the welcome news of an increased allocation of R49 m for transporting poor learners who have to walk great distances to school. This will bring the total budget to R99 m, which will enable us to provide transport to selected rural areas. This will give our children in rural areas greater access to education and their parents and guardians peace of mind. The 2008/2009 financial year will be the first time that the Departments of Education and Transport will be working together to formulate a policy for learner transport.

2.4 EXTENSION OF “NO FEE” SCHOOLS

Provision has been made for a total of 3 382 No Fee Schools in Quintiles 1 and 2, representing 45 % of the poorest learners and 57 % of schools in 2008/09. The allocation per child per annum in Quintile 1 has increased in the 2008/2009 financial year from R629 to R775 and from R560 to R711 in Quintile 2. The majority of “No fee” schools are in the rural areas. I took a decision to deviate from the national model by giving all farm schools “No Fee” status – a decision that was sanctioned by the National Department of Education.

In the Quintile Contestation process the Department has processed 814 applications for the 2008/2009 financial year. These schools contested their indicative allocations for 2008/2009 based on enrolment, sub-place name and quintile ranking. Of these:

- ✍ 127 schools requested an increase in their budgets, “No Fee” status, etc. but did not qualify in terms of the criteria.
- ✍ 12 schools have been informed that their final allocations will be based on the 2008 snap survey on learner numbers.
- ✍ 122 schools had the same sub-place name as schools in the vicinity with the same ranking and sub-place, thus their status was unchanged.

- ✍ 439 that gave different sub-place names than those indicated by the GPS, were given GPS coordinates. Of these 21 schools have dropped one or two quintiles. These schools will receive increased allocations per learner, with some receiving as much as R387 more per annum per learner. The re-ranking of the 21 schools will cost the Department R1.86 m.
- ✍ The Department is finalising the remaining 114 school contestations, which is based on the accommodation of learners in areas outside the areas where they live, thus giving a false impression of the socio-economic status of the school. As this requires interviews with learners and home visits it will be finalised when schools re-open. The deviation from the normal criteria is permissible when there is inadequate space in local schools to accommodate the number of learners and they are forced to attend schools in other areas.
- ✍ The MEC has a discretionary power in terms of the Act to re-rank a school if cogent reasons exist. The Department is preparing a list for my consideration.

2.5 INCREMENTAL STRENGTHENING OF MAINSTREAM AND SPECIAL SCHOOLS IN LINE WITH PRINCIPLES OF INCLUSION:

For the first time the Department has received funding for the implementation of Inclusive Education. Of the R40 million allocation:

- ? R10 m has been put aside for the up scaling of 48 ordinary schools into full-service schools
- ? R16 m to convert 13 special schools into resource centres, which will serve their own learners as well as learners with special educational needs from other schools.
- ? R4 m will be spent on assistive devices and another R4 m on the training of educators and managers in Inclusive Education.
- ? The balance will be for the employment of counsellors and Learner Support Teachers (responsible for learners with learning difficulties) and Teacher Assistants. This will increase access to education for young people who have barriers to learning.

The increased budget for Special Education will further result in:

- ? the provision of transport to 25 Schools for Learners with Special Educational Needs. R21, 2 m has been put aside to procure and adapt 27 buses for learners with various forms of disability.
- ? 16 special schools will be renovated.
- ? Construction for the three new schools in Hlabisa, Msinga and Eshowe will commence in 2008/2009. R50m has been set aside for the new schools and the renovation of the 16 special schools.
- ? R1.2 m has been allocated for training of staff members of schools that cater for learners who require high levels of support.
- ? The reform facility at the Newcastle School of Industry will be opened to accommodate sentenced children (R11 m)

2.6 INFRASTRUCTURE PROVISION

The budget against this programme has grown, mainly as a result of the additional funding towards boarding schools, ECD and three new FET delivery sites, as well as a significant injection of funds in respect of the Infrastructure Grant to Provinces. The total budget of R1.2 b of which:

- ? R894 m has been put aside for new construction, including upgrades and additions to existing schools and 11 completely new schools: Embokodweni Primary (Umlazi); Siphesihle Secondary and Sithabile Secondary School (Pinetown); Umlulama Secondary, McCarthy Primary, Izwi Lesizwe Primary (Umgungundlovu); New Ark Primary (iLembe); Mandathane Primary (Empangeni); Enkovukeni Primary & Bangha nek Primary (Obonjeni); Lakeside Primary (Vryheid).

I had the pleasure of turning the sod at two very special schools three weeks ago. These eco-friendly schools Bangha nek Primary and Enkovukeni Primary are being built in the protected wetlands area, namely the iSimangaliso Wetland Park, a World Heritage Site. We personally had to intervene more than once to get permission for the building of these schools in the protected area in order to provide education for children whose parents and ancestors have lived on the area for more than 800 years. Of course this places a dual responsibility on us, namely to educate our children AND to look after and protect the sensitive environment.

- ? In total the Department will provide 2000 classrooms and 2750 toilets in the 2008/2009 financial year.
- ? In our phased-in programme mud structures at 20 schools will be replaced by proper brick and mortar structures.
- ? An allocation of R54 m has been made to deal with fencing at 492 schools.
- ? R10 m will be used to establish 48 ECD and Grade R classrooms. Construction on 36 of these have already started.
- ? 50 nutrition centres (kitchens) will be built at a cost of R7.5 m in 2008/2009.
- ? In the Curriculum Redress programme infrastructure will be provided at historically disadvantaged schools to enable them to offer the exciting new subjects provided for in the new Curriculum. An amount of R25 m has been put aside to provide computer centres, laboratories and media centres in response to the new curriculum demands.
- ? R90 m has been made available for repairs and renovations, while R40million has been put in the Emergency Repair Response budget (all these allocations are of a capital nature.) This is not enough to meet the demands of natural disasters.
- ? A maintenance allocation of R92 m has been set aside for all maintenance at all buildings.

- ? 55 schools will receive boreholes in an effort to reduce the number of schools that do not have piped water.
- ? To reduce the number of schools without electricity (1553) the Department in collaboration with the Department of Minerals and Energy will install solar systems at 600 of these schools.
- ? A maintenance contract will be signed to maintain the existing solar systems at 539 schools.

2.7 PROVISION FOR OFFICE ACCOMMODATION

Currently, Head Office staff operates from 5 buildings in Pietermaritzburg and 3 in Durban, thus impacting negatively on service delivery. Furthermore, most district offices are overcrowded with 10 of the 12 districts functioning in leased offices. The Department is in the process of acquiring more offices either through new construction or purchasing existing office buildings. Inadequate staff accommodation, particularly in the rural districts, makes it difficult to recruit and retain staff and there is a dire need to provide staff housing to minimise the risk of losing qualified and skilled employees in rural areas. A budget of R96m has been provided to take care of these pressing needs.

2.8 QUALITY IMPROVEMENT, DEVELOPMENT, SUPPORT AND UPLIFTMENT PROGRAMME (QIDS-UP)

This national project focuses on improving educational outcomes in historically disadvantaged schools. One hundred schools in the poorest areas in Obonjeni (50) and Umzinyathi (50) were selected to benefit.

The programme was implemented at 40 schools in 2007/2008. It included the provision of basic reading material, ECD kits, science kits, schools feeding schemes, box libraries for Dinaledi schools, Grade R classroom resources such as toy cabinets, carpeting, infra-structure repairs and fencing.

An amount of R24million has been allocated for the 2008/2009 financial year. Efforts will focus on providing well-resourced classrooms, which should include library books and other print-based materials (including readers, atlases, and dictionaries), maps, charts, equipment, posters on different Learning Areas, card games, and other educational toys, to assist learners from all grades to understand, assimilate and apply information in a learner-friendly atmosphere.

2.9 IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT IN GRADE 12

The focus will be mainly towards supporting the teachers to prepare learners for the writing of the first National Senior Certificate in 2008. To ensure that there is successful implementation and support for the National Curriculum Statement in Grades 10 to 12 the following plans are in place:

- ? Training all educators in Grades 10 -12 on curriculum content and assessment measures through Support Workshops on Saturdays. Workshops have been planned for 18 000 Grade 10 educators in the June holidays.

- ? Training of educators by higher education institutions for Mathematical Literacy and Life Orientation through the ACE programmes at the University of KwaZulu-Natal. The first group, who started the two year course, will be graduating in April 2008, while 800 educators are doing their second year in 2008. Another 350 will be starting their first year at the University of KwaZulu-Natal in July 2008. Life Orientation subject advisors were trained last year in the University of Stellenbosch's "Train the Trainer" programme and will train all life orientation educators in the 2008/2009 financial year.
- ? Developing educators in the use of Information & Computer Technology. Grade 10 to 12 educators will receive training in Computer Aided Training and Information Technology.
- ? Recapitalising of schools offering subjects in manufacturing, engineering & technology, agriculture, culture & arts as part of the curriculum redress strategy. New computers and software will be installed at 20 schools in the rural areas in 2008/2009. Educators at these schools will also receive training to use the new equipment and teach these subjects properly.
- ? Providing appropriate physical Infrastructure for the curriculum to be delivered and for learners to have access to it in a more meaningful manner - for some subjects this means providing specialist facilities like laboratories, dance studios, kitchens, Learning and Teaching Support Materials other than print material such as chemicals in laboratories and workshop materials, appropriate software for ICT as well as paper and electronic resources in libraries.
- ? In partnership with the Kagiso Trust 50 educators and principals will receive science and mathematics and management training in January 2009. The Trust will also provide laboratories to improve teaching in these learning areas.

In the GET band special educator development programmes will continue to be conducted for educators in rural and farm schools to equip them with skills in dealing with multi-grade classrooms and the teaching of reading. Approximately 24 000 Foundation phase educators will be trained in 2008 in Literacy, Numeracy and Assessment at a three day workshop.

2.10 READING

Efforts to teach reading skills will be intensified, especially in the light of our South African children's poor performance in recent national and international studies. In the Systemic Evaluation which was conducted on Intermediate Phase learners throughout the country 63% were below the required competence for their age level. The implications are serious. Learners' language competence affects their performance in **all** subjects, at **all** grades. Poor matriculation results are mainly due to the low reading levels of learners and university students – even those enrolled for the languages and the arts at university level – are not proficient in reading.

South Africa faces many challenges in promoting literacy. Many homes have no books and books in African languages are scarce. The educational background of parents also has a strong influence on their children's achievement. This again emphasises the importance to eradicate adult illiteracy.

Minister Pandor has recently launched a national reading strategy for the country. It is based on six key pillars: 1) monitoring learner performance; 2) teaching practice and methodology; 3) teacher training, development and support; 4) management of the teaching of reading; 5) resources; and 6) research, partnerships and advocacy.

While we emphasise the importance of reading for our children it is paramount that they also read for pleasure. However, children don't want to read for pleasure because they don't read fast and fluently enough to enjoy reading. It is also important that children are given material that they want to read – not necessarily what adults want them to read. To this end the Department will pilot the printing and distribution of the very popular FREE FOR ALL newspaper to some of our schools. The editor offered all prepared material on a disk to us free of charge as part of her social responsibility programme.

In addition to the implementation of the national and provincial reading strategy:

- ? we will establish 25 new media centres,
- ? provide library material worth R50 000 to 400 schools, (R20 m) and
- ? 12 mobile libraries will be servicing schools without libraries,
- ? 120 primary schools in the poorest areas (Quintiles 1 & 2) will receive reading material and reference work,
- ? An allocation of R1.4m has been set aside for the training of an additional 200 educators in school librarianship,
- ? All Foundation phase educators will receive training on the Reading Toolkit in 2008 to develop and enhance educator competence in the teaching of reading.

2.11 NEW AREAS IN EXAMINATION FUNCTIONS

In addition to the Senior Certificate examinations, the Department undertakes the following assessments and evaluations:

- ? Common Tests in Grade 11 and 12 on a quarterly basis;
- ? Common Task for Assessment (CTAs) set by the National Department of Education and administered to all Grade 9 learners in the province;
- ? The National Senior Certificate at the end of 2008;
- ? Examinations for adult learners are administered twice a year in June and October;
- ? Whole School Evaluation and Systemic Evaluation in grades 3, 6 and 9

? The National Strategy for Learner Attainment which focuses on improving results in Grade 12.

2.12 PROVISION OF LEARNING AND TEACHING SUPPORT MATERIAL (LTSM)

The provision of LTSM to schools is a priority in the Province. This is clearly evident in the increased budget allocation for LTSM. Over the past years the budget allocation for LTSM has more than doubled, moving from R379m in 2003/2004 to R828m in the 2007/2008 financial year. In 2008/2009 a budget of R903 m has been allocated for LTSM and an additional R30, 2 m has been allocated to support the National Curriculum Statement in grades 10 -12 to provide a full set of textbooks for all learners.

2.13 IMPROVEMENT OF EDUCATION MANAGEMENT AND INFORMATION SYSTEMS (EMIS)

During 2008/9, the enhancement of the critical sub-systems of EMIS will continue. It will include the following:

- ? Implementation of the South African Schools Administration and Management System (SASAMS) that will enable schools to better manage their records. This will in turn assist in improving the quality of the data obtained from schools.
- ? Introduction of the Learner Unit Record and Information Tracking System (LURITS), which will enable the Departments of Education throughout South Africa to track learners as they enter the system, move from one school to another and from one province to another until they exit the system.

Funding for EMIS has been significantly increased so that the Department can improve its human ability not only to report on the education system but also to interrogate other databases such as the Census and Labour Force Survey. The Department has received an additional allocation of R36 m for the implementation of the SASAMS and LURITS.

2.14 CALL CENTRE

To support our employees with personnel queries a call centre with six operators and a supervisor will be launched in 2008. A further 10 posts will be advertised during this financial year to enable the Department to handle additional queries from the public efficiently and effectively.

2.15 LANGUAGES

The Department is making every effort to ensure that the language needs of the communities are catered for. A review of the Language offering within the school Curriculum indicates that English, isiZulu and Afrikaans are generally offered. The number of high schools (1471) that offer isiZulu at first language level has increased by 176 since 2004, when it was offered as a subject at 1295 high schools. We are very proud of this achievement and it dispels the often repeated myth that the status of isiZulu is declining. The majority of all schools in KwaZulu-Natal offer isiZulu.

In addition many schools offer Eastern Languages. The Department has employed part-time educators and advisors to promote the six Eastern Languages. In 2007 eighty five learners, who enrolled for these Languages at a Grade 12 level, passed. The Indian Consulate has been very supportive, donating 305 dictionaries (English-Hindi and Hindi-Shabd Kosh), as well as a set of 300 Hindi books for general reading on World Hindi Day. Through the aegis of the Indian Council for Cultural Relations 50 scholarships has been offered to South African students, the majority of them from KwaZulu-Natal. Twenty successful candidates will receive scholarships in the 2008/2009 financial year.

We are currently pursuing the possibility of offering isiZulu at first language level at more schools, as well as including the Eastern Languages within the timetable and providing adequate support for isiXhosa. A Task Team made up of different stakeholders has been established to address these issues. This Task Team will be required to work within the Language Policies framework and come up with recommendations and strategies that can work in the Province. In addition a partnership with the Indian Consulate and Community Organisations has been established in order to support the offering of Eastern Languages.

2.16 OCCUPATION SPECIFIC DISPENSATION

The total estimated budget for the implementation of the Occupation Specific Dispensation for educators is R600 m. In anticipation of the implementation of OSD a sum of R60.7 m has been set aside to back date payments to the last quarter of 2007/2008. The Occupation Specific Dispensation will improve salaries of certain categories of educators and other support staff significantly.

2.17 NATIONAL NUTRITION PROGRAMME:

The increased amount of R70m will enable the Department to feed all primary school learners from Grade R to Grade seven in Quintiles one and two (schools in the poorest areas), as well as targeted LSEN schools. The daily allocation per learner will also increase (by 30 cents), as well as the allocation for wood or gas used by schools for cooking. The allocation for cooks in all schools has increased from R300 per school per feeding month to R400 for every 500 learners.

In the food production project six tunnels and six nurseries at a cost of R360 000 will be constructed in addition to 450 new gardens for which R300 000 has been set aside.

2.18 HIV & AIDS

For the first time the Department will be implementing a comprehensive HIV and Aids strategy that targets both learners and employees. This is a targeted intervention programme that will be implemented in conjunction with other government departments with a special focus on orphans and vulnerable children, teenage pregnancy and substance abuse. R37 m has been allocated for this purpose. The 2008/2009 Business Plan has made provision for the training of 14 834 ECD, GET and FET practitioners

and educators, 6 360 peer educators and 3 000 lay counsellors to counsel and support learners affected and infected by HIV and Aids.

2.19 STRENGTHENING OUR SCHOOLS THROUGH EDUCATOR AND NON-EDUCATOR EMPLOYMENT

The educator/learner ratio for 2008/2009 has been determined as one educator per 31.18 learners. This implies that the Department will employ a record number of 89 437 educators – increasing the educator pool at public ordinary schools by an additional 3000 posts and the number of posts at LSEN schools by 37. Non-educator appointments at schools include close to 3000 security guards at schools in Quintiles 1 and 2, as well as 600 teaching assistants and 40 administration clerks.

2.20 THE DEVELOPMENT OF PRIORITY SKILLS IN PREPARATION FOR THE 2010 WORLD CUP

The Soccer World Cup of 2010 will provide an excellent opportunity to show case the province to the multitude of visitors coming from all parts of the globe, not only to enjoy the soccer spectacle that Africa will be hosting for the first time but also to take in the beauty that the province has to offer. Hence, our nine FET colleges are expected to train the youth to seize the many job opportunities that will arise.

Training will be provided in:

- ? Travel and Tourism (training from freight handlers to tour guides, game rangers and rent a car facilitation);
- ? Safety and Security (training of security and body guards, tracking and tracker connectivity, tourist induction);
- ? Language Services (training interpreters in Spanish, French, Portuguese, SA English, isiZulu and German);
- ? Hospitality Services (catering, guest housing, call centre operators, refreshment vendors);
- ? Small Business Development Training;
- ? Infrastructure Development (shuttering, concreting, bricklaying, plumbing, electrical, general maintenance, etc);
- ? Manufacturing and Engineering Services (Tooling for plastic and metal designs, vehicle maintenance, Internet cafés, etc.)
- ? Quality Assurance; Transport (Taxi Driver training, Taxi Owner training, etc.);
- ? Information and Communication Technology;
- ? Clothing Production and Textile;
- ? Community Policing;
- ? Pollution and Environment (waste management, pollution control, etc.)

The recapitalisation of the FET Colleges is in its final stage and this year the conditional grant is R163 m to conclude this project which started in 2006.

2.21 RECAPITALIZATION OF AND SUPPORT FOR BOARDING SCHOOLS.

The Department will continue to restore historically disadvantaged boarding schools to their former glory. This year R12 m has been ring-fenced for this purpose. We have added R8 m to this allocation. This amount is in addition to the infrastructure budget that may also be used to address some of the urgent repairs at these schools.

2.22 SOCIAL COHESION

As part of a comprehensive national programme to build social cohesion and national unity the Department will be providing all schools with flags, the national anthem on CD, posters and manuals to assist schools in this crucial programme. In addition there will be a Heritage Quiz and the Heritage Cultural festival in September 2008.

2.23 BACK TO CLASS CAMPAIGN

In a recent report released by the National Education Department the most common reasons for absenteeism were cited as poverty, lack of transport, illness, lack of parental involvement and lack of food security. Most of these reasons are symptoms of broader socio-economic problems and we need a holistic, comprehensive and targeted approach to the socio-economic and cultural characteristics of the areas in which we operate.

The Department, in conjunction with the National Department will draft clear policies for recording, and monitoring of learner attendance, as well as how learner absenteeism should be dealt with. Preventative measures will range from improved communication between parents and schools; honouring learners with good attendance records; punitive measures; active and committed school governing bodies; the scheduling of tests for Friday afternoons, but at the same time it is crucial to turn all our schools into child-friendly schools where children want to be.

Getting our children back to class is not only the Department's responsibility. We need communities, parents and citizens to become involved if we want our children to perform better. We have to subscribe to the notion that "My child is your child." When we see children loitering in the streets, malls and taxi ranks during school time, let's spend a few minutes with the child to find out why he or she is not at school.

A good example of greater community involvement occurs at Pella Primary School in the Wartburg district, where community members take loitering children back to school. Some faith-based groups

provide meals at high schools; other organisations donate uniforms. Let us do **WHATEVER IT TAKES** to get our children back to school.

3. BUDGET

The 2008/2009 budget of R21, 4 b will be spent on the following programmes:

PROGRAMME 1: ADMINISTRATION (R1.2 b)

This programme includes funding for the Executive Authority and the overall management of the Department.

1.1 OFFICE OF THE MEC R15.2 m

Approximately R5 m will be used to buy science kits, book vouchers and computers for schools that achieved a 100% pass rate in the 2007 matric examinations and schools that have shown a dramatic improvement in their grade 12 results. As part of our teacher recruitment strategy R6.8 m will be used for bursaries for students to study towards a teaching qualification at tertiary institutions.

1.2 EDUCATION MANAGEMENT R1.2 b

Education Management comprises of the following components:

CORPORATE SERVICES:	R341 m
EDUCATION MANAGEMENT:	R725 m
HUMAN RESOURCES DEVELOPMENT:	R44 m
EDUCATION MANAGEMENT INFORMATION SYSTEM:	R37 m
HIV and AIDS (CONDITIONAL GRANT):	R38 m

PROGRAMME 2: PUBLIC ORDINARY SCHOOLS (R18.2 b)

Eighty five percent of the budget has been allocated for public ordinary schools of which R15 b will be spent on compensation for educators. The substantial increase in the funding for this programme from 2008/2009 onwards can largely be attributed to the additional funds provided towards the 2008 wage settlement agreement; textbooks for Grades 10 to 12, transport, boarding schools, support to learners in respect of the 2007 Senior Certificate Curriculum, as well as the Infrastructure Grant to Provinces.

PUBLIC PRIMARY SCHOOLS:	R10.8 b
PUBLIC SECONDARY SCHOOLS:	R6.8 b
PROFESSIONAL SERVICES:	R86 m
HUMAN RESOURCES DEVELOPMENT:	R133 m
IN-SCHOOL SPORTS AND CULTURE:	R33 m
NATIONAL SCHOOL NUTRITION PROGRAMME:	R376 m

PROGRAMME 3: INDEPENDENT SCHOOLS (R52.1 b)

PRIMARY PHASE:	R31.8 m
----------------	---------

SECONDARY PHASE: R20.3 m

PROGRAMME 4: PUBLIC SPECIAL SCHOOLS (R469.2 m)

With an increase of 22.4% the Department will be able to accelerate the implementation of Inclusive Education, as well as improving the ability of special schools to serve learners with special needs and upgrade/rehabilitate schools that are in a state of physical neglect. Transport will be provided to special schools that have inadequate or no transport at all.

SPECIAL SCHOOLS: R466.7 m
 HUMAN RESOURCE DEVELOPMENT: R2.5 m

The purpose of this programme is to provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 6 on Inclusive Education. The sub programmes are aimed at providing:

- ? Specific public special schools with resources;
- ? Educators and learners in public special schools with departmentally managed support services;
- ? Departmental services for the professional and other development of educators and non-educators in public special schools; and
- ? Additional and departmentally managed sporting and cultural activities in public special schools.

PROGRAMME 5: FURTHER EDUCATION AND TRAINING (R701 m)

The department will continue its support to learners enrolled in respect of the National Department of Education (NATED) Programmes and the phasing in of more National Certificate (Vocational) (NC(V)) courses. The transfer of staff from head office to colleges, in line with the new FET Act, will be phased in over the MTEF. Furthermore, the FET colleges intend to run various short courses to address the skills gap for the 2010 Football World Cup and beyond. As training will be largely subsidised, deserving learners will be recruited from 2007 matriculants and unemployed members of the public.

PUBLIC INSTITUTIONS: R535.7 m
 HUMAN RESOURCE DEVELOPMENT: R2.3 m
 FET COLLEGE RECAPITALISATION (CONDITIONAL GRANT) : R163 m

PROGRAMME 6: ADULT BASIC EDUCATION (R116 m)

The department is investigating systems and mechanisms for more effective processing and monitoring of expense claims made by ABET educators. The department will also look into ways to skill educators to teach in both formal and informal ABET structures.

PROGRAMME 7: EARLY CHILDHOOD DEVELOPMENT (R208.2 m)

GRADE R IN COMMUNITY CENTRES : R69.8 m

GRADE R IN PUBLIC SCHOOLS:	R115.4 m
PRE-GRADE R :	R21.7 m
HUMAN RESOURCE DEVELOPMENT:	R1.3 m

PROGRAMME 8: AUXILIARY AND ASSOCIATED SERVICES (R458.8m)

EXAMINATION SERVICES:	R277.9 m
PAYMENTS TO SETA	R15.9 m
SPECIAL PROJECTS- <i>Masifundisane Adult Literacy Campaign:</i>	R165 m

CONCLUSION

In Mahatma Gandhi's words: "**All our philosophy is as dry as dust if it is not immediately translated into some act of living service.**"

Learning is not a spectator sport. It is concerted activity that increases the ability and willingness of individuals, groups, organisations and communities to acquire and productively apply new knowledge and skills, to grow and mature and to adapt successfully to changes and challenges. Such learning empowers our learners to make wise choices, solve problems and break new ground. In particular it is a sustainable, lifelong and renewable process. It also requires passion, pride and commitment.

We commit ourselves to intensify our efforts in improving our efficiency to ensure that our learners will have the physical, cognitive, emotional and social skills to anticipate and adapt to an ever changing world with new technologies, increased performance standards and global competition and expectations. They must become life-long learners.

I take this opportunity to express my gratitude to all stakeholders for their contribution and support in **Getting KwaZulu-Natal learning**. We cannot have a learning environment without a shared vision and a shared commitment to education in KwaZulu-Natal.

And we must do **WHATEVER IT TAKES** to succeed!