



## **Province of KwaZulu-Natal**

### **Department Of Education**

# **Budget Speech 2007-2008**

## **Getting KwaZulu-Natal Learning Ready to Excel**

### **Vision**

*A literate and skilled society capable of participating in all democratic processes and contributing to the growth and development of the people of KwaZulu-Natal.*

### **Mission**

*To provide 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.*



***The Honourable Ms CM Cronjé***  
*KwaZulu-Natal MEC for Education*

*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 2007, Wednesday 2 May 2007.*

## ***Getting KwaZulu-Natal Learning Ready to Excel***

***The Honourable Chairperson***

***Ladies and Gentlemen***

*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 2007-2008.*

*I would like to extend a special welcome to all learners who are with us today representing schools, Further Education and Training (FET) Colleges and Adult Basic Education and Training (ABET) Centres in our Province.*

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# Introduction

The President in his State of the Nation Address of 9 February 2007 spoke of the need to work together to build a South Africa defined by a common dream. The creation of a transformed, positive, thriving society depends on education. We all share an ambition for KZN to excel. We in education have come a long way towards this goal. The Province has made considerable strides during the past year. A great deal has been achieved and I believe we have reached a point where we are ready to excel. Since 2004 we have been laying the foundations for achieving academic excellence in all our schools through the formation of a well-functioning, informed and responsive Department. Readiness to excel will be both a long term pro-active plan as well as a short term reaction to immediate situations. We will not tolerate non-delivery or inadequate achievement. We are tougher, more demanding, more ambitious as our expectations are growing. The results of our endeavours will begin to bear fruit in the medium term.

We know that despite the numerous challenges, including poverty, unemployment, infrastructure backlogs and crime to mention but a few, the KwaZulu-Natal Government has steadily put in place building blocks towards the realization of the full meaning of freedom in education and in other contexts.

I must remind everyone present today that education is a contested terrain as it is through education that the envisaged integrated society based on the democratic values of equality, non-racialism and non-sexism can be achieved. As our education system is founded on a concrete progressive foundation, our challenge today is to expand the frontiers of sustainable service for quality education. My Department as part of government has the responsibility to provide sustainable, quality education through our schools, Further Education and Training (FET) colleges and Adult Basic Education and Training (ABET) centres.

In this Budget Vote Speech I will highlight the strategic priorities of the KwaZulu-Natal Department of Education and indicate how we will resource them. These are premised on the Provincial priorities as announced by the Premier during the State of the Province Address. We recognize that our Department, being the largest and one that consumes a large part of the Provincial Budget, is charged with the responsibility of leading in addressing our priorities.

Our theme for this Financial Year is "Ready to Excel", in response to the question posed by Minister Naledi Pandor in her Budget Vote Speech last year. This has necessitated an amendment to our motto "Failure is not an option" to "Success is the only option." In this regard, we are shifting our reference point from failure to success and excellence.

As an anonymous writer once pronounced,  
Excellence can be obtained if you:

- *care more than others think is wise;*
- *risk more than others think is safe;*
- *dream more than others think is practical;*
- *expect more than others think is possible.*

It is this spirit of excellence that we want the education sector in our province to aspire to and achieve. We owe it to ourselves and to our people.

## Achievements

Through our uniting and mobilizing slogan "Getting KwaZulu-Natal learning", I stood here last year outlining to this House the key interventions that we intended to make for the 2006/2007 financial year. Allow me, Honourable Chairperson, to enumerate some of the key achievements that we have recorded over the past year.

### ***Learning Spaces, Water and Sanitation***

I have been continually reminding this House of the legacy of infrastructure backlogs that we inherited. When I took office in 2004, I indicated that we had a backlog of, among other things, 14 667 classrooms, 21.7% (1 300) of schools without adequate sanitation facilities, 34% of schools without water on site; 60% of schools without power supply. Our achievements for the period in question should be judged in the context of this legacy.

Since 2004 the Department has reduced the backlog it inherited of 14 667 classrooms by a total of 3 830 classrooms. Similarly, the Department has built a total of 9 440 toilets since 2004, which has almost halved the number of schools without adequate sanitation facilities from 1 300 to 690.

The Department's target for infrastructure service delivery in 2006/07 was to build a total of 1 750 classrooms and 2 750 toilets. Of these targets, the Department was able to build a total of 1090 classrooms (62% of target) and 3711 toilets (135% of target). From 1 April 2006 to 31 March 2007 our implementing agents completed the following: IDT: 83 classrooms and 646 toilets; Ithala: 233 classrooms and 291 toilets; Umngeni: seven classrooms and 938 toilets; the Department of Works: 424 classrooms and 1 846 toilets, while our emerging contractors in the Fast Track programmes completed 93 classrooms. The Department also provided 250 mobile classrooms in the past financial year. In addition we have delivered three large new schools (Nzuzwenhle Primary in Edendale, Ullovu Primary in Illovo and KwaMyeza Primary in Hammersdale). Thirty four administration blocks and 15 specialist laboratories were completed in the upgrades and additions programme, while approximately 130 administration blocks, four computer rooms and 13 libraries are under construction and due for completion by the end of April 2007 in the Curriculum Redress Programme.

In 2007/08, we will further reduce our inherited backlog by a further 1 750 classrooms and 2 750 toilets.

In line with the Department's focus on ensuring safety and security in schools, a total of 147 schools received fencing during the course of 2006/07. We will continue in 2007/08 to erect fences at schools that are without them.

### ***Repairs and Renovations***

An amount of R240 million was spent in the 2006/2007 financial year on substantial repairs and even total renovations of schools across the province. Sixty eight schools had to be renovated as a matter of urgency as a result of storm damage during the 2006/07 financial year.

### ***Information Communication Technology (ICT) Schools Project***

The provision of Information Communication Technology (ICT) to schools was previously a neglected area in the Department. In 2005, for the first time, the Department embarked on a strategy to ensure that the provision of ICT to schools receives attention. This strategy was successful and the first phase ensured that 50% of schools have at least one computer for administrative purposes. The momentum has been sustained in that an additional 850 schools received one computer each in 2006. Different sections in the Department collectively ensured the establishment of about 100 new computer laboratories that will be used for teaching and learning. Just over 2 300 educators from schools that received computers in the first phase were trained over three days in basic computer literacy. Many subjects in the National Curriculum Statement Grades 10-12 require educators to have computer skills. To this end 800 Grades 10-12 educators received accredited International Computer Drivers Licence (ICDL) training. A further 110 educators were trained in Geographic Information Systems (GIS). Presently about 635 schools are connected to the Internet. Partnership programmes with the private sector have supported the provision of computers to schools.

From my Office we have rewarded 68 schools that obtained a 100% pass in the 2005 and 2006 matric examinations with computer laboratories of 10 or 20 computers per laboratory, as well as printers and relevant software. The Department is grateful for donations that have been made. A media centre and two computer laboratories sponsored by Bytes Technology were officially opened in February 2007.

A lack of electricity in many of our schools militates against the desired aim of providing computers to all schools. In addition, a lack of clarity on providing the e-Rate as per the Government's Communications Policy has posed a challenge to ensuring that schools receive connectivity at a discounted rate.

## ***Education Centres Supporting Rural Development***

Education Centres constitute one of our key interventions for dealing with the education resource hunger in our rural schools.

- *These centres have been equipped with furniture, computers, data projectors, videos, television sets, photocopiers and access to the internet, as well as email facilities.*
- *Ninety-two computer laboratories have been set up in the centres.*
- *Renovations of close to R10m at 76 centres were undertaken.*
- *Science kits have been delivered to some of the centres and more centres will be similarly equipped in 2007/08.*
- *40 education centre managers assumed duty between January and March 2007.*

The centres are also used as venues for empowerment programmes offering the Advanced Certificate in Education course for school librarians, Early Childhood Education facilitators training, language across the curriculum courses, computer courses and economic upliftment programmes for the benefit of local communities.

All this is made possible through the generous funding received from the Royal Netherlands Embassy (RNE) which allocated R160 million to the Department and the Media in Education Trust for the implementation of this programme over a four year period.

## ***Masifundisane Adult Literacy Campaign***

Good progress has been made towards achieving the objectives of the Masifundisane Adult Literacy Campaign - the provincial community programme to teach adult learners in the province to read, write and count.

By 1 April 2007 a total of 33 000 learners had been recruited and assigned to facilitators. Obonjeni has the highest learner numbers at 5 300 and Umlazi has the lowest at 600 learners thus far. We pay a special tribute for the successful recruitment to the communities and structures of civil society that continue to mobilize and fly the flag of Masifundisane high. Masifundisane has truly become an inclusive community programme. This is illustrated by the involvement of 92 partner organisations.

Teaching is conducted by trainee facilitators and volunteers. Of the 800 facilitators that we have trained, 400 signed formal contracts, drawing a monthly stipend of R1000.

Exciting and effective teaching and learning material in isiZulu - the mother tongue of 80% of KZN - have been developed by the Masifundisane component of the Department. The liberating potential of the Masifundisane campaign is such that six months ago an elderly woman, Gogo Shongwe, who could not read and write and who had to sign her name by drawing a cross, can now sign her own name. *I acknowledge her presence in the public gallery today. Sawubona Gogo Shongwe!*

To ensure effective monitoring of learning sites, broad-based monitoring teams have to date been set up in 11 out of the 12 education districts. The setting up of the monitoring systems and teams is in line with our goal of providing nothing less than excellent service to our people.

## ***Adult Basic Education and Training***

Adult Basic Education and Training (ABET) - the formal literacy programme - is one of our provincial priority programmes that is seen as an indispensable transformation project, contributing to the reconstruction and development of our previously disadvantaged communities.

During the 2006/07 period our public learning centres increased from 1 030 to 1 054; the number of educators from 6 212 to 6 575 and the number of learners increased from 53 138 to 54 439.

Despite these achievements, the sector is still faced with the challenges of fully complying with the ABET Act, the Employment of Educators Act of 1998 and Basic Conditions of Employment Act 1996, impacting on labour stability in the sector. We hope that discussions with labour unions in the national Education Relations Labour Council (ELRC) on the conditions of service of ABET practitioners will yield positive results to address these challenges.

## ***Early Childhood Development (ECD)***

Consistent with national policy to provide a Grade R class at every school that offers Grade 1, a total of 151 976 of a possible 227 459 children in the Province could enrol for Grade R by the end of March 2007. This implies that we have reached 67% of our 2010 target of the universal Grade R. We also reached our target of 1 200 new ECD practitioners for 2006/7, increasing the total number of ECD practitioners to 3 794, of which 853 are in community-based sites and 2 941 are in public primary schools.

## ***Monitoring the functionality of schools***

As part of our readiness *to excel* we have prioritized the monitoring of the functionality of schools. In this regard, I thank all Honourable Members of this House, led by the Premier, who participated in the programme of visiting schools in the first three days of the 2007 school year.

The Department of Education has a responsibility to ensure that children have access to education and to this end we have extended the monitoring to the first three days and the last three days of each term. We do this with the belief that our schools cannot excel without achieving basic functionality as a prerequisite.

From 28 to 30 March this year, Departmental officials visited a total of 200 schools, focusing on the poorly performing schools. The emphasis on school functionality monitoring has assisted in terms of improving the work ethic at these schools.

The purpose of this exercise is:

- to set the tone and to emphasize the fact that teaching and learning should happen from the first day of school until the very last day of the term;
- to identify gaps and challenges and ensure the necessary support through post-monitoring intervention;
- to recognize good performance and give schools extrinsic motivation;
- to monitor the provision of infrastructure; and
- to monitor the implementation of the turnaround plans developed by underperforming schools.

## ***Safety in Schools***

I am very concerned that our educators and learners have become victims of violence in and around our schools. Strategies have been put in place to increase the level of security in schools. Schools in the 12 education districts have been linked to their local police stations. This will enhance the capacity of the School Safety Committees and principals to deal with crime in and around their schools. The schools have been clustered into policing sectors and principals have the names and contact details of police sector managers. A revised School Safety Policy, highlighting the roles and functions of safety structures at school, as well as the policing sector, district and provincial levels, has been put into place.

Last year I reported that we were entering into a partnership with Business against Crime. I am pleased to report that the 'Tiisa Thuto' pilot project in 52 schools has been undertaken in the following five districts:

Umgungundlovu	- 7 schools
Port Shepstone	- 6 schools
Empangeni	- 12 schools
Umlazi	- 8 schools
Pinetown	- 19 schools

We are now considering the extension of the *Tiisa Thuto* project to other districts.

## Awards for Excellent Schools

100% **CLUB** and most improved schools:

A total of 80 public schools that either obtained a 100% pass in the 2006 Senior Certificate Examination and/or had drastic improvements in their results received rewards in the form of computers and printers, science kits, library books and sports equipment to the value of R4.7million.

Of these, 34 schools that already have equipped computer laboratories will receive science kits, library books or sports equipment to the value of R136 215 000. Each of the 24 schools with no computer laboratories with an enrolment of less than 500 learners will be provided with 10 computers, one printer and software, while 11 schools with an enrolment of more than 500 learners will receive 20 computers, 10 printers and relevant software per computer laboratory.

The following nine schools that improved their results from below 20% to above 60% in 2006 were rewarded with science kits, sports kits and library book vouchers to the value of R136, 215.00.

Thokozwayo:	from	0%	to	100%
Leshman:	from	11.8%	to	92%
Sizathina:	from	0%	to	85.7%
Isulomphakathi:	from	15.6%	to	75%
Gcinokuhle:	from	18.8%	to	70%
Joko:	from	0%	to	69%
Mankenke:	from	8.6%	to	65%
Momaqoni:	from	13.8%	to	62.5%
Mashinga:	from	16%	to	60.7%

These awards demonstrated our appreciation for the hard work of the principals, the teachers and the learners of these schools in their quest to excel.

## Teachers Bursaries

Two years ago we changed the bursary system to deal with the critical shortage of teachers in gateway subjects such as Mathematics, Science and Technology. The new bursary system has also in part addressed the large number of applications for financial assistance from historically disadvantaged learners who passed their Senior Certificate Examinations and wish to study at, or are already enrolled at tertiary institutions. Instead of giving our limited funds to students to study in fields not related to education the Department has now entered into agreements with students to study towards teaching qualifications in scarce and critical fields. In 2006 the KZN Department of Education awarded bursaries to 55 students to study towards BEd degrees. In February 2007 the Department awarded bursaries to 78 new students, taking our bursary allocation to a total of R4.5 million per annum. A total of 133 students have been awarded bursaries in 2006 and 2007 by my office. After completion of their studies they will be employed by the Department for at least an equal number of years to their studies.

We acknowledge the contribution of social partners in adding to the limited resources at our disposal to ensure the expansion of access to teacher education bursaries. We acknowledge GEM School Wear for sponsoring two students to study towards teaching qualifications. We also thank the State Information Technology Agency (SITA) for awarding bursaries to 10 students to be trained in the teaching of scarce subjects.

## ***Provision of Learner and Teacher Support Materials (LTSM)***

I reiterate what I reported to the legislature on 15 March 2007 that the delivery of textbooks for the 2007 school year showed significant improvement from 2006. Honourable Members could testify that during their visits to schools on the first day it was evident that 95% of the schools they visited had 100% deliveries in terms of basic stationery and textbooks. The story of textbook and stationery delivery for the rest of our schools was similar to what the Honourable members experienced during their visits.

Part of the improvement in the delivery of textbooks and stationery can be attributed to the tightening of our monitoring systems. To this end a project management team was appointed to assist the Department in monitoring the work of the LTSM Managing Agents. In addition, we streamlined the LTSM procurement processes to drastically reduce the turn around time between placing orders and delivery to schools.

## ***Providing library books to our schools***

Reading is the most basic requirement to excel and we regard the provision of library books to our schools as an essential need. A total of R40m has been spent in 2006/2007 to purchase library books for 652 schools. Deliveries are currently taking place, using local drivers, which generates an income for people in poor communities.

## ***National School Nutrition Programme***

The past year was the third year in which the Department of Education administered the National School Nutrition Programme (NSNP). The Department regards food security as one of the key pillars of our fight against poverty and hunger. The nutrition programme has been crucial in promoting food production and economic activities in schools and surrounding communities and in strengthening nutrition education in the school curriculum.

In a nutshell, 3 663 schools participated in the NSNP, including 16 schools for learners with special educational needs. We are now extending it to all LSEN schools that indicated such a need. More than 1.3 million learners participate in the scheme from Mondays to Fridays for 156 days in a school year. The Programme has also been extended to 151 schools in Umzimkhulu on the same basis as it was operating in the rest of the province.

The menus are standardized and carefully analyzed for the nutritional content. There are approximately 4 000 cooks involved in food preparation. Last year I indicated that we had begun training 43 local women cooperatives to participate in the Programme. I am pleased to report that all 43 local women cooperatives became operational in July 2006 and are providing much needed employment for more than 400 women in poor communities.

## ***No fee Schools***

The *no fee* policy was introduced to make sure that all children of school going age have access to education. Many children have been denied access to schooling because of the low socio-economic status of their families. Children from poor families have had their report cards and examination results unlawfully withheld because their parents could not afford to pay compulsory school fees. The introduction of the policy will ensure that the children at schools declared no fee schools have access to education. Voluntary contributions from parents and community members who can afford to do so are however welcome.

We take great pride in having introduced the no fee schools in our province in 2006 which benefited the poorest 20% of schools in Quintile 1. The 2006/07 financial year also witnessed the successful revision of criteria that has taken cognisance of parents' poverty index. Many of the schools that had previously been incorrectly categorized were located in appropriate quintiles. More will be said of the figures and funds when I address this House on key interventions of the department for 2007.

## Skills development through FET Colleges

I take great pride in the manner in which the FET colleges are taking on the challenge of contributing significantly to the building of the skills base of our province.

In 2006/2007 the Recapitalization Conditional Grant of R90million enabled our FET Colleges to:

- *upgrade 35 workshops and classrooms at campuses;*
- *upgrade 21 skills centres;*
- *upgrade administrative systems and procedures;*
- *train all lecturers in the National Certificate (Vocational); and*
- *train all management and administrative staff in the new administrative system and procedures*

This year saw the introduction of the National Certificate (Vocational) which is a new national qualification for FET colleges. All 11 new programmes of the NCV are offered at the nine FET Colleges in our province and offer a viable alternative to learners after completion of grade nine at ordinary schools.

Since my appointment as MEC in 2004 I have actively encouraged FET Colleges not to limit themselves to formal qualification programmes but also to offer short courses to thousands of unskilled youth and adults in our province. In this regard, apart from the NCV programmes, our FET colleges have offered leadership and skills programmes in areas such as carpentry, home industries, bricklaying, electrician work, plumbing and welding.

It is significant that 122 448 young people and adults have benefited from both the formal qualifications and short courses by the end of the 2006 academic year.

An amount of R18, 5 million was allocated to our Province as a bursary fund to support the students enrolled for the National Certificate (Vocational). The NSFAS (National Student Financial Aid Scheme) has assisted us in the processing of applications and a total number of 2 411 students have benefited from this fund.

The Tooling Centre of Excellence: Last year I announced that through a partnership with the Tooling Industry we were going to establish a Tooling Centre of Excellence. Whilst we have already enrolled learners at the Plessislaer campus of the Umgungundlovu FET College, the construction of the Centre on the Durban campus of the Coastal KZN FET College is nearing completion. KZN is in the fore front of resurrecting the dying art of tool making in South Africa with this R40 million pilot project. South Africa requires 54 000 toolmakers and our target in this province is that by 2014 at least 22% of all required toolmakers must be available in KwaZulu-Natal. Statistically, for each trained toolmaker, 10 new downstream jobs would be created.

One of our strategic partners in skills development in this country is the Umsobomvu Youth Fund. The fund has provided support to three of our FET Colleges in the province. Umfolozi FET College was allocated R1.4 million to develop youth on Community Gardening, Hydroponic Cooperatives and Small Scale Poultry; Coastal KZN FET College was allocated R3 million for Engineering and Manufacturing courses; and Umgungundlovu FET College received a grant of R500 000 to build a youth advisory centre targeting unemployed graduates and other young people in need of skills upliftment.

The Monuments of Peace Project, in conjunction with the Office of the Premier, was established to explore the opportunities for the training, involving and utilizing of former combatants in building toilets in rural schools in the province. Of a total of 200 former soldiers, 99 have already been trained through the Umgungundlovu FET College in basic construction skills in 2006 and another 100 have enrolled for 2007.

In a partnership with the Department of Correctional Services 150 prisoners have already enrolled at the Majuba FET College in the civil, mechanical and electrical fields, as well as for computer literacy.

Our Province was chosen to pilot the introduction of a Virtual Private Network for colleges and was allocated an amount of R65 million for this purpose. All colleges as well as Head Office are now digitally connected. This has led to improved communication between Head Office and the central campuses of all nine colleges.

## ***Technical and focus schools***

Last year we allocated R20 million for the recapitalization of technical and focus schools. We installed computer laboratories in 17 non-section 21 schools with the auto CAD programme for Engineering Graphics Design and Civil Technology. A total of 18 section 21 schools were allocated funds for the installation of computers, the purchase of tools and equipment for Civil, Electrical and Mechanical Technology.

Eleven section 21 schools received funds to purchase equipment and appliances for consumer Studies and Hospitality Studies. Furthermore, 10 non-section 21 schools received full equipment and appliances for Consumer Studies and Hospitality Studies. Most agriculture focus schools in the province received funds for the installation of computer laboratories. We also provided agricultural science kits to 517 schools offering Agricultural Science.

## ***Teacher Training***

The KwaZulu-Natal Department of Education has been upgrading the qualifications of close to 3 000 unqualified and under qualified teachers since 2004.

Prior to the advent of democracy in 1994, the then separate education departments had varying numbers of unqualified (standard 8 to matric) and under-qualified (Matric + one and two years tertiary education). The departments that were worst affected by this phenomenon were those departments in former homelands, as well as the Department of Education and Training. In a survey conducted by the National Education Department in 2002 KwaZulu-Natal had the highest number of unqualified and under-qualified teachers.

Between 2004 and 2007 a total of 2 963 teachers have been enrolled at institutions to upgrade their qualifications. The process for the 2007 intake is underway. A total of 1 150 educators are being registered with two Higher Education Institutions, namely, the Universities of KwaZulu-Natal and Zululand. The Netherlands is funding the training through the national department of Education.

## ***Employment of Educators***

Since 2004 we have allocated significant budgetary resources to ensure the steady reduction of the learner-educator (L: E) ratio. The L: E ratio has been reduced from 34.9:1 to 31.36:1 over the past three years. This achievement has been welcomed by all our social partners, in particular our teacher unions.

Another milestone for us has been the conversion of an additional 1 667 temporary educator posts to permanent status in terms of the Provincial Collective Agreement No.1 of 2006. This has helped address the perennial problem of job security and rewarded the invaluable service of these teachers to education. We have reached a further agreement with our teacher unions that will result in an additional number of temporary teachers being converted to permanent teachers. As indicated last year there will always be a need for the employment of temporary teachers for various periods to cater for the temporary absence of teachers due to a variety of circumstances. It should be noted that the reduction of the number of temporary educators to a bare minimum would be greatly enhanced by the logical conclusion of the post distribution process on an annual basis as agreed to with teacher unions under the National Post Distribution Model.

One of the mitigating factors against converting teachers to permanent status is the problem of teachers who are professionally unqualified. These include teachers who have obtained a first degree but do not possess a teaching qualification and those teachers who possess neither a degree nor a teaching qualification. The Department has many such teachers offering scarce subjects in schools across the province. To that end the Department has agreed to regard the employment of temporary educators offering subjects where there is a skills shortage as permanent for the purposes of implementing the final post establishment. This includes temporary educators who are academically qualified but who do not have a professional teaching qualification and who are employed as or are offering: Technical Subjects, including Hair Care; Technical Drawing, Instrumental Music, Practical ballet, national Greek dances, History of Ballet and Anatomy, training in the Hotel and Catering Industry, Ballet accompanists, Speech and Drama, nursing at schools for learners with special educational needs, librarians, education therapists, psychologists and social workers/pedagogues, instructional programmes in the Engineering field, programmes in the fields of Business Studies, Art, Agriculture, Computer and Information Studies, Maritime Studies, Utility Services and Social Services.

In addition the KZN Department has included Mathematics, Physical Science, Biology, Accounting, Business Economics and Economics to the list of subjects. This will benefit educators who are academically qualified but without teaching diplomas, currently appointed on a temporary basis. Such educators will be treated as permanent and their services will not be terminated. Such educators may be considered for upgrading, especially where a skills shortage has been identified.

Two collective agreements were signed and implemented in 2006/07. These are Collective Agreement No. 3 of 2006, which provides for revised norms for grading of schools; and Collective Agreement No. 5 of 2006, which provides for salary progression (1%), accelerated progression (3%) and grade progression (7%) to eligible educators. Our department is one of the few that have been able to implement these agreements within specified time frames.

## ***Women in Senior Management Service (SMS)***

In 2006/2007 I indicated that the Department is making great strides in addressing the under-representation of women at the Senior Management Service level. I can announce today that we have increased the number of women at SMS level from 29% to 37% in the past year. This is a far cry from the 17% in 2004! We are determined to reach the national target of 50% by the end of 2009.

## ***Administration***

The Department's administration component remains an important means of ensuring effective support for the provision of quality education in the province. After months of discussions with our social partners, we finally concluded the organisational review of the Department in November 2006. We are currently in the process of filling critical posts established in the new organogram. These include key management and professional posts in the subject advisory and the psychological services.

Members of the Portfolio Committees on Finance and Education and the Standing Committee on Public Accounts will be well aware of the great strides we have made in putting our house in order in respect of financial management. For the second year running we obtained a qualified audit opinion after five years of consecutive disclaimers. Of significance in the 2005/2006 audit opinion is that the Department received only one qualification. We are working around the clock to realise the day when the Department will obtain a clean, unqualified bill of health from the Auditor General.

We are also pleased that the quality of management information from schools improved significantly in 2006/07. Funding allocated to this function in the previous financial year enabled the Department to employ technical assistants to implement the South African School Administration and Management System (SA SAMS) and the Learner Unit Record and Information Tracking System (LURITS) and to purchase appropriate equipment in support of the EMIS function at district and school levels.

## ***School Sports Mass Participation Programme***

The School Sports Mass Participation Programme - a joint project with the Department of Sport and Recreation - involves intra-school and inter-school sports programmes across the province.

- *159 schools have been identified*
- *159 school sports assistants, nine cluster coordinators and two administration officers were appointed and trained*
- *Educators and volunteers in each of the six sports codes received training by provincial federations and the Academy of Sport.*
- *Sports equipment was provided to all 159 schools*
- *Successful sports festivals in each of the nine clusters were held, impacting positively on learners.*

We are grateful to the MEC for sport, Mr A. Rajbansi for his enthusiastic support of and cooperation with the Department of Education.

## ***Key Interventions for 2007/2008***

### ***Key interventions for this current financial year are:***

#### ***Personnel***

The Department has recently completed the development of a Human Resources Plan. The Plan, among other things, emphasises the importance of skills development and is also in line with the equity targets of the department.

In accordance with the Skills Development Act, the department has set aside 1% of its personnel budget to provide training and development programmes to its employees, as identified through the processes of the Performance Management and Development System (PMDS) and the Integrated Quality Management System (IQMS).

#### ***HIV and AIDS***

The Life Skills and HIV and AIDS Education Programme is a prevention programme in the curriculum and is compulsory for all primary and secondary schools. Approximately 2 880 ECD; 22 400 GET; and 3 400 Grades 10-11 teachers have been trained to run this programme. The programme has been implemented in the Life Orientation Learning Area in all our schools.

The 2007/08 Business Plan has made provision for the top-up training of 1700 Grade 12 teachers. The integration of HIV and AIDS into all learning areas will be rolled out to 2 800 Grade R sites.

#### ***Extension of no fee schools***

Last year a total of 1 341 schools in Quintile 1 were declared no fee schools. The allocation per learner was R569 which was above the national adequacy level of R527 per learner. We have increased the allocation to R629 per learner in Quintile 1 in 2007.

For 2007 the no fee schools have been extended to include all schools in Quintile 2. We have a total number of 503 386 learners in 1 212 schools in Quintile 2. This is in addition to 676 110 learners in 2 130 schools in Quintile 1. A grand total of 1 179 496 learners and 3 342 schools, which translates into 42% of the total number of learners will benefit from the programme. The per learner allocation for Quintile 2 has been increased in 2007 from R422 to R560 per learner.

#### ***Consolidation of rural and farm schools***

Our department has adopted a strategy to consolidate rural and farm schools aimed at reviving and equipping them sufficiently so that they cater for a significantly large number of learners in rural and farm schools.

The consolidation project will include upgrading institutions so that learners have access to bigger and better resourced schools, equipped with facilities such as laboratories, libraries and computers. This is a major long-term project of our department. It will not be done and completed in one go. During the 2007/8 financial year we aim to launch the project at Appelsbosch and Msinga on a pilot basis. The project will include the provision of boarding facilities at Umsinga Secondary school and at the former Appelsbosch College of Education. This initiative allows us to accommodate as many as 800 learners in Umsinga and about 1 200 in Appelsbosch.

We have allocated R20 million for this purpose in the 2007/8 financial year.

## ***Senior Certificate Improvement Plan (R20 million)***

We have developed a sustainable Senior Certificate Improvement Plan to improve the performance of our grade 12s. We launched the plan on 25 January 2007, as we had promised at the release of the 2006 Senior Certificate Examinations results. The focus is on all schools with a pass rate below 50%, as well as schools that fluctuated in performance over the last five years. Schools with a performance backflow exceeding 10% will also be targeted through specific interventions.

Our Senior Certificate Improvement Plan is based on the premise that the school remains the central place for the execution of the core mandate of the Department of Education. The Top Management of the Department under my leadership has been visiting all districts to meet school management teams from all underperforming and fluctuating schools. Likewise, district, circuit and ward officials have been visiting and supporting underperforming schools and are monitoring the implementation of the turnaround plans that each underperforming school developed early this year. We also met with all principals of underperforming schools during February 2007 in an effort to enable them to excel.

The Department has allocated R20 million rand for this intervention, and we are confident that it will yield the desired results.

## ***Masifundisane (R100 million)***

Chairperson, as I indicated earlier, the Masifundisane Adult Literacy Campaign is making good progress, with 33 000 learners already recruited from churches, farms, prisons, workplaces and communities.

Our literacy tutors are reaching the hills and valleys of our province where illiterate citizens reside. We aim to accelerate the pace in the 2007/8 financial year and will reach an additional 300 000 learners and provide work to approximately 3 000 facilitators and 300 supervisors/assessors in this financial year. Another development for this year is - besides teaching in isiZulu - to provide teaching in isiXhosa, SeSotho, English and Braille.

We have allocated R100million for this programme.

## ***ICT Roll out:***

The White Paper on e-Education requires that all learners and educators in the General Education and Training (GET) and Further Education and Training (FET) bands are ICT competent by the year 2013. In the 2007/08 financial year an additional R40 million has been allocated for the roll-out of ICT.

A further 100 computer laboratories will be established in schools to ensure the integration of ICT into the teaching and learning process. In addition to the specialised ICT training to the FET educators, basic computer training will be offered to educators and managers.

An allocation of approximately R300 million per year over the next six years is required if we are to meet our target by 2013 in line with the goals of White Paper 7.

## ***Recapitalisation of technical and focus schools***

I referred earlier to our achievements on the recapitalisation of technical and focus schools in our quest to achieve excellence in vocational skills training. Given that most of these schools are located in disadvantaged communities, it is our intention to continue with our programme of recapitalisation that we started in 2006/7. In this regard, the Department has allocated R110 million over the 2006/07-2008/9 MTEF to recapitalise these schools. The budget for the 2007/8 financial year is R40 million. The intention is to supply these schools with tools, new equipment and facilities for practical training, as well as upgraded and new hardware and software for IT programmes.

As part of our promotion of focus schools, and with specific reference to agricultural high schools, our Department has partnered with the Department of Agriculture and Environmental Affairs to provide curricular and other support to these schools from the current financial year.

## **Infrastructure**

Eliminating the backlog in the provision of classrooms and toilets remains a challenge for the Department, primarily because of the lack of capacity among contractors to execute the number of projects planned. The Department will continue its Fast-Track Classroom Construction Programme (named 'Accelerated Needs Delivery Programme') and pay even more attention to the provision of water and sanitation facilities, as some old facilities have reached expiry dates. This year, we aim to build 1 750 classrooms and 2 500 toilets in schools across the province. For this purpose, the Department has allocated R974million.

In order to create the necessary capacity for the successful implementation of the Infrastructure Development Improvement Programme (IDIP), the Department intends putting in place a high level operational support team to transfer skills and build the capacity of our officials to handle our infrastructure development programme in a more efficient and effective manner. Only through a highly competent cadre are we able to excel even further in the delivery of infrastructure to our schools.

## **QIDS-UP Programme**

Chairperson, the Quality Improvement, Development, Support and Upliftment Programme (QIDS-UP) is a redress programme aimed at giving all South African schools an equal chance to provide quality education for all their learners. It is based on the following critical assumptions: that poverty is the most dominant reality for the majority of learners in the country; that these learners largely attend schools located in rural, farm and township schools; and that a large number of schools in South Africa serving poor learners do not have the basic minimum resources required to make quality learning possible.

For 2007/08 we have allocated a budget of R40 million to this programme. The target group consists of primary schools in Quintile 1. We plan to add Quintiles 2 and 3 schools and 30 special schools in the next three years.

The schools targeted by the QIDS-UP programme will receive learning and teaching support materials to improve literacy, basic operational equipment such as photocopiers and fax machines, and renovations to ensure safe learning spaces.

## **More books to our schools**

Another R40 million has been allocated to expand the delivery of library books to our schools in 2007/08 and a further allocation of R12 million will ensure that each of our 12 education district have a mobile library, which will service a cluster of at least 16 schools, reaching 20 000 learners per cluster. The Department is currently implementing a Provincial Reading Policy in which 100 schools are used as a pilot to improve the reading levels of learners.

## **School safety**

School safety is a broader societal problem that has found its way into our schools, with deadly consequences as we have witnessed in recent times.

This year we will erect fences at all schools that do not have them. We will also be exploring the employment of security officers as part of the Expanded Public Works Programme. High risk schools will be targeted in this regard.

The Department will also be expanding the *Tiisa Thuto* programme to 15 more schools in districts such as Obonjeni, which were not catered for in this programme in the previous financial year.

In May this year, we will be convening a Provincial School Safety and Security Indaba at which all stakeholders will be afforded an opportunity to make inputs that will contribute to making our schools safe spaces for learners and educators. Only a combined effort by people from all walks of life will get us closer to crime-free schools.

Our peace pledge, launched at our provincial prayer rally for peace at Esikhawini two weeks ago, will be taken to all schools in the province. Learners and teachers are expected to sign the pledge and commit themselves to promoting respect for each other, peace, security and the dignity of fellow learners and teachers. This will later be rolled out to parents and all communities.

## ***Building bridges and roads project***

We are working closely with the Department of Transport to provide access roads and bridges to some of our inaccessible schools. We provided the Department of Transport with a database which indicated the condition of access roads to all schools. The Department of Transport has since allocated an amount of R82 million for upgrading roads and constructing pedestrian bridges, including access roads and bridges to schools, for the 2006/2007 financial year.

This will relieve the burden of walking to school over rough terrain for thousands of children in rural areas. A joint task team is being established between the Departments of Education, Transport and Works and we appreciate this cooperation.

## ***Human Resource Management***

The 2007/08 budget will allow the creation of 2 000 posts to be allocated for the provision of substitute educators at any given time. In addressing the need for curriculum transformation at previously disadvantaged schools we have created a further 955 posts for curriculum redress.

A total of 455 posts have been created for the Grade R sector. These posts will be allocated to previously disadvantaged schools, as they were not afforded this luxury under the old dispensation.

To address the shortage of educators in subjects such as Mathematics, Physical Sciences, Travel and Tourism, Accounting, Economics, Business Economics, Technology, Computer Studies and Biology, we are recruiting retired teachers. To date the Department has registered 427 applicants. These educators will be appointed on a contractual part time basis where required.

As a long term proactive strategy, the Department is planning for the placement of teacher assistants in the Foundation Phase. The teacher assistants will relieve the Permanent Foundation Phase teachers of approximately 40% of classroom management actions which are not necessarily direct teaching input. Foundation Phase learners will benefit from increased individual attention, thus laying a sound literacy and numeracy foundation at an early crucial stage. It will set learners on a firm path towards readiness to excel.

The Department is also deploying teacher assistants in critical gateway subjects. The Senior Certificate teacher assistants will be recruited from retired teachers, unemployed university graduates and even retired lecturers for that matter. This intervention is aimed at providing excellence.

## ***National School Nutrition Programme***

The National School Nutrition Programme will include special schools and Grade R learners in registered community-based sites in 2007/08. Based on what we have learnt from this programme we will be increasing, with effect from the new financial year, the number of learners served by each Cooperative to 6 000 in order to ensure that the Cooperatives begin to make some profit from their endeavours. During the year 2007/2008 all primary schools in quintiles 1 and 2, special schools and community based ECD sites that are in nodal areas will participate in the Programme.

For the first time in history all schools with learners with special educational needs will have the opportunity to join the programme. 25 new LSEN schools will benefit in the 2007/2008 financial year in addition to the 16 that are already participating in the programme. The remaining LSEN schools are either boarding schools or day schools that did not indicate in writing that they wanted to be involved in the scheme.

Through the sustainable food production programme in partnership with the Departments of Agriculture, Health, Welfare and ELITS (an NGO), 85 schools have been selected to participate in this Flemish funded project.

The invoices for the March expenditure in respect of the National School Nutrition Programme are only received and processed during April, which falls into the next financial year, thus falling outside of the grant allocated for a particular financial year. The Department is investigating solutions to this perennial problem.

## ***Public Special School Education***

This financial year will bring great relief for parents of learners with special needs. For the first time in history the Department will provide transport for these learners. They are the most vulnerable and need special protection. R20 million has been put aside for this purpose.

We have increased the budget for this programme to address the uneven distribution of special schools in the province. The planning for three new special schools for delivery in the 2008/2009 financial year in Hlabisa, Msinga and Eshowe has already started.

In line with our plan to convert ordinary schools and special schools into inclusive centres of learning, we will convert two schools in the 2007/2008 financial year into full service schools, as well as renovating nine LSEN schools.

## ***Further Education and Training***

The Department has nine FET institutions and 74 delivery sites in the province that offer a wide range of programmes in order to respond fully to the needs of the communities, commerce, industry and macro-economic initiatives in KwaZulu-Natal. To this end, more linkages and partnerships between FET colleges, industries, business, the Department of Labour, the Sector Education and Training Authority (SETAs) and the Departments of Finance and Economic Development are critical to ensure that colleges provide a range of learning programmes which are responsive to the labour market and cover diverse needs. Furthermore, the outreach programme was extended and a number of new Skills Training sites are being developed to increase access to training in selected rural areas.

## ***Early Childhood Development***

The Department is currently developing a Strategy for Grade R Roll-Out aimed at meeting the 2010 goals articulated in White Paper 5. The strategy will be premised on the policy directive of White Paper 5 which requires that, by 2010, all learners entering Grade 1 should have gone through the Grade R reception year.

We will prioritise the poorest schools in rolling out Grade R classes. The Department will start by providing Grade R to the poorest learners in quintiles 1 and 2, before proceeding to quintile 3; formulating a resourcing strategy outlining the extent of the need for Grade R classes and the financial implications thereof; building the human resource capacity which relates to qualifications, conditions of employment and a remuneration mechanism for ECD practitioners; determining the curriculum, learning and teaching support materials and other resources that enhance the quality of early learning programmes.; determining infrastructure needs essential for the age group.

The districts are identifying new sites for Grade R in public schools, as it is envisaged that the minimum number of sites per district in 2007/08 will be 100. The Department is not phasing in additional community-based sites, since White Paper 5 suggests a ratio of 85% public schools to 15% community based sites. The provincial ratio is currently 75:25.

## ***Child Eye Care Programme in Primary Schools***

An estimated 45 000 children in KZN schools need spectacles. An inter-sectoral project by the International Centre for Eye Care Education Africa (ICEE) will benefit all primary schools in KZN by immediately delivering eye care services to children in need and concurrently strengthen and develop the capacity of existing government structures to deliver ongoing eye care services to all primary school children in the province. This joint project with the Department of Health will result in vision screening at 4 353 primary schools, while an estimated 36 000 spectacles and 400 low vision devices will be dispensed.

## ***School Sports Mass Participation Programme***

The School Sports Mass Participation Programme - the joint intra-school and inter-school project with the Department of Sport and Recreation - that started in the previous financial year - will continue in the 2007/08 financial year and a further nine clusters and 162 schools will be introduced into the programme. Equipment will be given to 321 schools and all contract employees and 5778 educators and or volunteers will be trained. For this financial year 36 cluster festivals will be organised.

# Presentation of the Budget

The following programmes are key delivery areas that the Department will be pursuing during the 2007/08 financial year:

## **Programme 1 - Administration: (Budget R1 084 282 000)**

This programme contains the funds for the Executive Authority and the overall management of the Department as shown below:

### **The Office of the MEC: (Budget R14 090 000)**

There is a slight decrease in the current budget as opposed to the prior year's budget of R18 689 000. This is due to once off activities undertaken as a result of the restructuring to the office of the MEC. Approximately R4.5million of the budget of the Office of the MEC will be used for bursaries for students to study towards a teaching qualification at tertiary institutions and about R4.7million will be used for schools that achieved a 100% pass rate and schools that have shown a dramatic improvement in their grade 12 results.

### **Education Management: (Budget R1 070 192 000)**

Education Management is made up of a number of components including Corporate Services, Human Resources Development (HRD), HIV & AIDS Conditional Grant and Education Management Information Systems (EMIS) which are specifically disclosed in the Budget Statement as required by the Education sector. As explained in the paragraph above, there are certain activities which we did not cater for in this financial year because there were once off expenditures, solely to support the restructuring of the Department, which is almost complete. Under this sub programme we specifically provide for:

- *HIV and Aids to assist in the fight against this pandemic*
- *HRD for training and development of the administration staff and*
- *EMIS for the improvement in the collection, capturing, analysing and provision of data, including statistical data.*

## **Programme 2 - Public Ordinary Schools: (Budget R16 078 596 000)**

The lion's share of the Department's budget is for providing learning and teaching facilities in our public ordinary schools. Listed below are sub-programmes in this programme:

### **Public Ordinary Schools: (Budget R15 582 029 000)**

This budget combines the allocation for ordinary primary and secondary schools. 84% of this budget is for the remuneration of Educators, and the rest is for Norms & Standards (11%) and Infrastructure Development (5%).

Access to basic education is a constitutional right. Yet for many learners, especially in the rural areas of KwaZulu-Natal, access is hampered by the long distances that our children have to travel to school.

To provide transport to learners in KwaZulu-Natal would require more than R900 million - money that we don't have in our budget. We only have a R10 million allocation to deal with emergency cases and this is cause for great concern to us as well as to all our stakeholders, in particular to our children and their parents.

We have also been working closely with the Department of Transport to make walking routes to schools safe and secure and to provide bridges and road infrastructure, particularly in rural areas.

## ***Professional Services: (Budget R79 331 000)***

In line with the Education sector requirements we have combined the previously separated budgets of Advisory services and Planning services. The increase in this component was limited to 4%. This is an area in which future increases will be significant in order to address the shortage of Subject Advisors.

## ***Human Resources Development: (Budget R126 780 000)***

This budget combines the allocations for Skills Development.

## ***In-school Sport and Culture: (Budget R30 450 000)***

This component provides in-school sports and in-school cultural activities as well as youth activities. Its activities are severely affected by its under-funding. It needs to be borne in mind that when the Department of Arts and Culture as well as the Department of Sports and Recreation were formed, their budgets were moved from Education to them. However, In-School Sports and Culture was assigned to the Department, but the budget did not follow. We had to make funding available from other programmes, but the allocation remains inadequate, although we are progressively increasing this budget.

## ***National School Nutrition Programme: (Budget R260 006 000)***

The budget for School Nutrition is systematically growing, with an 8,62% growth in the current financial year. Ideally we should cover all the poor schools, including such high schools, and this is our medium to long term goal.

## ***Programme 3 - Independent School Subsidies: (Budget R48 702 000)***

The budget for this programme has increased by 5% in the current year which is a normal increase.

## ***Programme 4 - Public Special School Education: (Budget R359 296 000)***

The budget for Special Schools has increased by 21% in order to address the shortage of Special Schools in the Province. Planning and the documentation for the renovation of nine schools and the conversion of two schools into full service schools are well advanced and construction will soon start. The planning for three new special schools in 2008/2009 has also started: Intuthuko (Hlabisa), Ukukhanya koMsinga (Msinga) and Thembimfundo (Eshowe) will be completed in 2008/2009.

## ***Programme 5 - Further Education And Training: (Budget R401 275 000)***

The budget for this programme includes the conditional grant of R115 453 000 for recapitalization. Increased funding is required to do justice to the dire need for skills training in the province.

## ***Programme 6 - Adult Basic Education And Training: (Budget R106 968 000)***

The budget for this programme excludes the *Masifundisane* budget, which was moved to Programme 8 in line with the requirements of the Education Sector. Excluding the *Masifundisane* budget in the 2006/07 budget, the budget for the formal ABET programme has increased by R37 038 000.

## ***Programme 7 - Early Childhood Development: (Budget R167 697 000)***

The programme has two sub-programmes, namely Grade R in Community Centres and Grade R in Public schools. We will be adding 1655 new subsidized Grade R classes to public primary schools. Another improvement is that all Grade R classes will receive R1500 for equipment. Salaried subsidies have also increased from R1500 to R1750 per month in the 2007/08 financial year.

## ***Programme 8 - Auxiliary Services: (Budget R330 005 000)***

The programme has three sub-programmes, namely Examination Services (R215 237 000), Payments to SETA (R14 768 000) and Masifundisane (R100 000 000).

## Conclusion

Everyone in this House will agree that the task at hand is enormous, but the resolve to ensure optimal operational efficiency and effectiveness is as constant as the North Star.

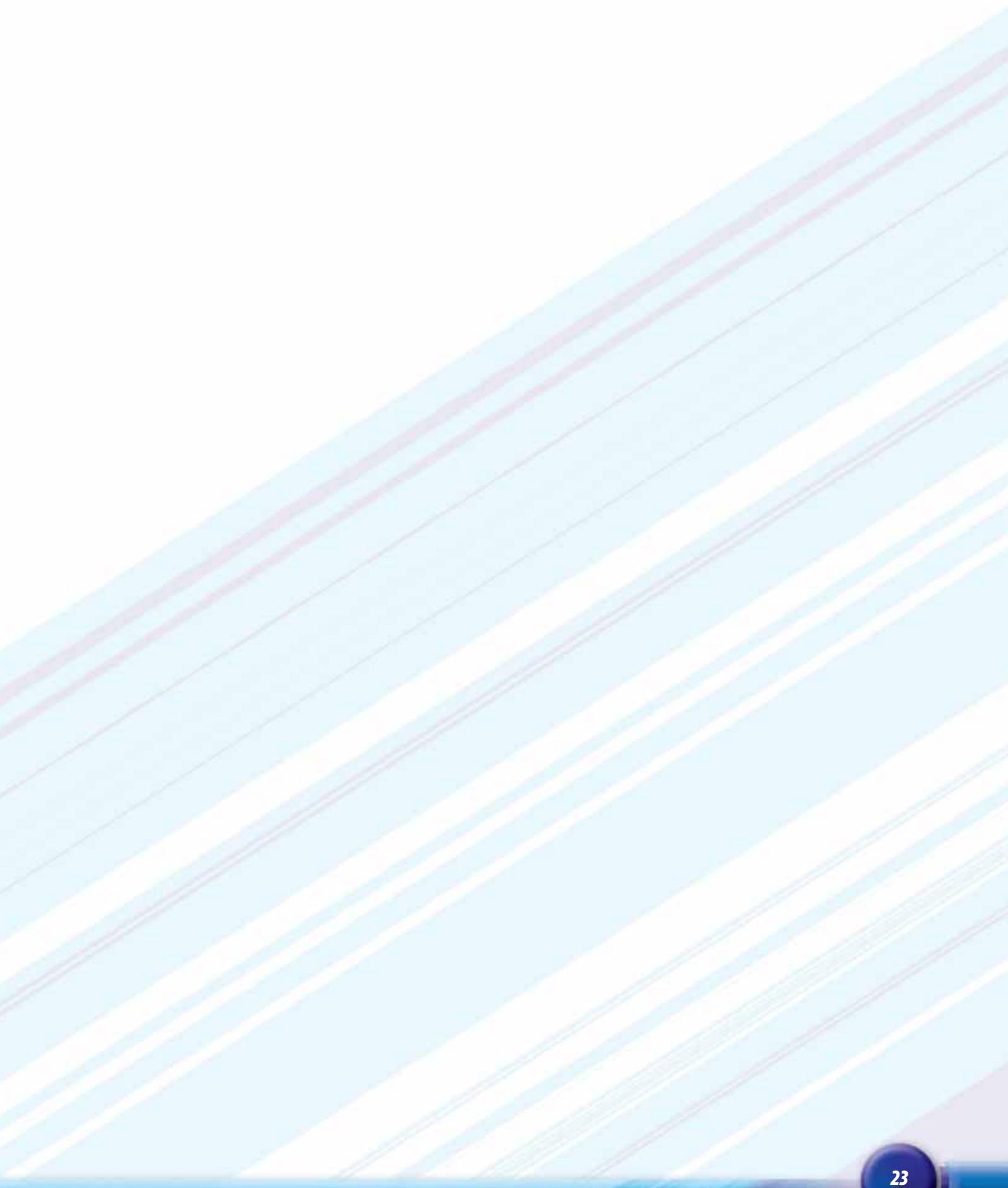
We commit ourselves to continuously enhance the efficiency and capacity of the Department to respond adequately to the ever-changing needs of the varied communities we serve.

I take this opportunity to express my thanks to all members of the KwaZulu-Natal Department of Education for the remarkable contributions they have made through their unstinting commitment to the transformation of education in the Province. I offer my heartfelt thanks to the Honourable Premier of KwaZulu-Natal, S'bu Ndebele; the Executive Council, the Portfolio Committees on Education and on Finance, as well as SCOPA and the Speaker and Members of the Provincial Legislature support in "Getting KwaZulu-Natal Learning".

In conclusion, this Budget will go some way to enable us to reach sustained levels of improvement and quality in the future. However, we still need to achieve quality learning outcomes for all our learners, optimal conditions for quality teaching for our teachers and effective and responsive support mechanisms that create the basis for a working system of education. A long winding road lies ahead but we in this province are ready to excel with your help and support, Honourable Members.

Honourable Chair, I commend this Budget to the House.

***Ngiyabonga! Baie dankie! Enkosi! I Thank you!***







## ***uMnyango WeMfundo WaKwaZulu-Natali***

### ***Inkulumo Yesabelozimali 2007-2008***

#### ***Senza iKwaZulu-Natali Ifunde Silungele Ukugabavula***

##### ***Umbono***

*Umphakathi okwaziyo ukufunda ukubhala nokubala futhi onamakhono okwaziyo ukubamba iqhaza kuzo zonke izinhlelo zentandoyeningi onikelayo ekuthuleni nasekuthuthukisweni kwabantu.*

##### ***Esikumele***

*Ukuhlinzeka amathuba kubo bonke abantu bakithi khona bezofinyelela emfundweni enohlonze ezokwenza ngcono isimo sabo sempilo futhi ezonikela ekuqhubekiseni isiko lentandoyeningi KwaZulu-Natali.*



***uMhlonishwa uNkk CM Cronjé***  
*uNgqongqoshe weMfundo KwaZulu-Natali*

*Inkulumo Kangqongqoshe Wemfundo Wakwazulu-natali Unkk. C.M. Cronje Emcimbini Wokwethulwa Kwesabelozimali Somnyango. Wemfundo Sonyaka Wezimali Ophela Ngomhla Zingama-31 Kundasa Kowezi-2007 ULwesithathu zi-2 kuNhlaba kowezi-2007*

***Senza iKwaZulu-Natali Ifunde  
Silungele Ukugabavula***

***Mhlonishwa Sihlalo  
Bafowethu nodadewethu***

*Kuyintokozo enkulu negunya elibalulekile kimi ukuba nginethulele isabelo zimali soMnyango WeMfundo WaKwaZulu-Natali sonyaka wezimali wezi-2007/2008. Ngithanda ukwamukela bonke abafundi abanathi lapha namuhla abamele izikole, amakolishi akwa-FET nezikhungo zeMfundo Yabadala esiFundazweni sakithi.*

# Okuqukethwe

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# Isingeniso

UMengameli weZwe eNkulumweni yakhe yesimo sesiZwe yamhla ziyisi-9 kuNhlolanja nonyaka ukhulume ngesidingo sokusebenzisana ekwakheni iNingizimu Afrika ebalulwa ngaphupho linye. Ukwakhiwa komphakathi oququkile, ozinzile futhi ophokophelayo kuncike emfundweni. Silubalubela ngokufanayo ukuba nesifundazwe saKwaZulu Natali esigabavulayo ekusebenzeni. Thina-ke emfundweni sesihambe elide ibanga ekufezekiseni le nhlosongqangi. IsiFundazwe sethu sizuze lukhulu ngonyaka owedlule. Kuningi osekuzuziwe futhi ngiyakholwa ukuthi sesifikile ezingeni la sesikulungele ukugabavula kwesikwenzayo. Kusukela ngowezi-2004 besakha izisekelo zokuzuzwa ukusebenza ngokuphelele kuzo zonke izikole zethu ngokwakha uMnyango osebenza kahle, onolwazi oluphelele futhi ophendula ngokushesha kokudingwa abantu. Ukulungela ukugabavula ekusebenzeni kuzoba uhlelo lwesikhathi eside oluhlabela phambili kubuye kube uhlelo lwesikhathi esiseduze oluzophendula ezidingweni nasezimweni zamanje eseziqhamukile. Ngeke sakubekezelela nangengozi ukungathunyelwa kwemisebenzi nokuphumelela okungenele ekusebenzeni. Siqine kakhudlwana, sifuna ngokuthe xaxa futhi silubalubela ngaphezu kwakuqala njengoba esikulindele ukukuzuzwa kukhula njalo. Imiphumela yemizamo yethu izoqala ukuthela izithelo ezibonakalayo esikhathini esilingene sohlelo lwethu.

Siyazi ukuthi nakuba kube nezinsalelo ezibandakanya ububha, ukuswelakala kwemisebenzi, ukusilela kwezinqalasizinda nokudlanga kobugebengu uHulumeni waKwaZulu-Natali usebenze ngempumelelo ngezinga elilingene ekubekeni izinsika zokufezekiswa kokuzuzwa kwalokho okushiwoyo ngenkululeko emfundweni nakwezinye izimo.

Kusifanele ukukhumbuzwa wonke umuntu okhona namuhla ukuthi imfundo yinkundla enqala futhi ebalulekile njengoba umphakathi osekelwe emagugwini entando yeningi ambandakanya ukulingana, ukungacwasi ngokobuhlanga nokungacwasi ngokobulili ungazuzwa ngemfundo. Njengoba uhlelo lwethu lwemfundo lusekelwe esisekelweni esiqine okukakhonkolo futhi esigabe ngokucabanga okuhlabela phambili inselelo yethu enkulu namuhla ukunweba imikhawulo yokunikezelwa kwemisebenzi okunohlonze emfundweni. UMnyango wami njengengxenywe kaHulumeni, Sihlalo, unomthwalo wokuhlinzeka ngemfundo enokulondeka eqhubekayo, enohlonze ngokusebenzisa izikole amakolishi akwa-FET nezikhungo zeMfundo Yabadala. Ukuthunyelwa kwemisebenzi okunohlonze kubantu kuyobe kuzuziwe uma umsebenzi wethu esimiselwe wona ngqo wokuhlinzeka ukufunda nokufundisa kwezinga eliphakeme sewenzeka kuzo zonke izikhungo zethu.

Kule Nkulumo eNqala Yesabelozimali ngihlose ukugqamisa esikubeke phambili singuMnyango WeMfundo waKwaZulu-Natali futhi ngikhombise ukuthi sizokuhlelela kanjani. Lokhu umnyombo wakho yilokho okubekwe phambili yesiFundazwe njengoba kwethulwe nguNdunankulu eNkulumweni Yesimo sesiFundazwe. Siyakubona ukuthi uMnyango wethu njengoba ungomkhulukazi futhi udla okuthe xaxa esabelwenizimali sesiFundazwe ubekelwe umsebenzi wokuba sekhaleni ekubhekeleni esikubeke phambili ohleni lokuzokwenziwa.

Indikimba yethu kulo Nyaka Wezimali ithi, "Silungele ukugabavula", ukuphendula umbuzo obekwe uNgqongqoshe kaZwelonke uNaledi Pandor eNkulumweni yakhe yesabelo zimali yangonyaka odlule. Lokhu sekulethe isidingo sokuchibiyelwa kwesiqubulo sethu ebesithi, "Ukwehluleka kungekhethwe" bese sithi, "Siphokophelele Impumelelo kuphela." Kulokhu sigudlule esigxile kukho sisuka ekugxileni ekwahlulekeni sibheke ekugxileni empumelelweni nokusebenza ngokugabavula.

Njengoba kwake kwasho lo mbhali ongashiwongo igama, Ukusebenza ngokugabavula kungazuzwa uma:

- unakekela ngaphezu kwalokho abanye bekubona kuphusile
- uzibeka engcupheni ngaphezu kwalokho abanye bekubona kuphephile;
- uphupha ngaphezu kwalokho abanye bekubona kungenzeka;
- ulindele ngaphezu kwalokho abanye bekubona kungenzeka.

Ngalo moya wokugabavula ekusebenzeni sihlose ukugqugquzela ukhakha lwemfundo lonkana esifundazweni sakithi ukuthi lufise ukuphumelela futhi luphumelele. Lokhu kuyisikweletu kithi uqobo kanjalo nakubantu bakithi.

# Okuzuziwe

Ngesiqubulo sethu esihlanganisa sivukuze abantu esithi, “Senza iKwaZulu-Natali ifunde” ngama khona kule nkundla ngonyaka odlule nginekela le Ndlu ngezindlela esasifisa ukungenelela ngazo sizenze ngonyaka wezimali wezi-2006/2007. Ngivumele Sihlalo ohloniphekile ukuba ngibale okunye ukuphumelela koMnyango esikuqophile enyakeni owedlule.

## ***Izindawo Zokufundela, Amanzi, Nokukhucululwa Kwendle***

Bengihlale ngiyiphela endlebeni ngikhumbuzela le Ndlu ngokhondolo lokusilela kokuhlinzekwa kwezinqalasizinda esalufica njengefa kulo Mnyango. Ngesikhathi ngingena kulesi sihlalo ngonyaka wezi-2004 ngakhombisa ukuthi kukhona ukusilela, esingabala kukho amagumbi okufundela ayizi-14667, izikole ezingama-21.7% (eziyi-1300) ezazingenayo inqalasizinda yokukhucululwa kwendle, izikole ezingama-34% ezazingenamanzi emagcekeni nezikole ezingama-60% ezazingenawo ugesi. Impumelelo yethu esikhathini esikhuluma ngaso, kufanele yahlulelwe ngokubeka lolu khondolo emqondweni nanjengesimo esiyizuze phansi kwaso.

Kusukela ngonyaka wezi-2004 uMnyango usukunciphisile ukusilela kwezinqala sizinda esakufica kukhona kwamagumbi ayizi-14667 ngamagumbi ayizi-3830. Ngokufanayo uMnyango sewakhe izindlu zangasese eziyizi-9440 kusukela ngonyaka wezi-2004. Lokhu sekunciphise isibalo esisilele ngengxenywe yonke ngoba izikole ezingenazo izindlu zangasese ezanele sezinciphe zisuka e-1300 zaya ema-690. Ngonyaka wezimali wezi-2007/2008 sizokunciphisa kakhulu lokhu kusilela ngamagumbi okufundela ayi-1750 nezindlu zangasese eziyizi-2750.

Umkhawulo obuhloswe ukuzuzwa nguMnyango ngokokuhlinzekwa kwezinqalasizinda ngonyaka wezi-2006/2007 bekungukwakha amagumbi okufundela ayi-1750 nezindlu zangasese eziyizi-2750. Ngokwale mikhawulo uMnyango uphumelele ekwakheni amagumbi okufundela ayi-1090 (okungama-62% alokho esasikuhlosile) nezindlu zangasese eziyizi-3711 (okuyi-135% walokhu esasikuhlosile). Kusukela mhla lulunye 1 kuMbasu kowezi-2006 kuya mhla zingama-31 kuNdasa kowezi-2007 izinkampani ezisakhelayo zikwaze ukuqeda umsebenzi njengoba kulandela: IDT amagumbi okufundela angama-83 nezindlu zangasese ezingama-646; Ithala: amagumbi okufundela angama-233 izindlu zangasese ezingama-291; Umngeni: amagumbi okufundela ayisi-7 nezindlu zangasese ezingama-983; uMnyango Wemisebenzi: amagumbi okufundela angama-424 nezindlu zangasese eziyi-1846, ngaleso sikhathi izinkampani ezisafufusa ezisezinhlwini zokusheshisa ukufakelwa kwezinsizakalo zikwaze ukwakha amagumbi okufundela angama-93. UMnyango uhlinzeke ngamagumbi okufundela angomahamba nendlwana angama-250 ngonyaka wezimali owedlule. Ngaphezu kwakho konke sihlizeke ngezikole ezintathu ezintsha ceke futhi ezinkulu (Nzuzenhle Primary –Edendale, Ullovu Primary ese-Illuvu neKwaMyeza Primary ese-Hammersdale). Izakhiwo zokuphatha ezikoleni kwakhiwe ezingama-34 kwakhiwa nama-laboratory ayi-15 ohlelweni lokwengeza nokwenza ngcono kwase kwakhiwa izakhiwo zokuphatha ezikoleni eziyi-130 amagumbi amakhompyutha amane nemitapo yamabhuku eyi-13 esakhiwa okulindeleke ukuthi iphothulwe ukwakhiwa ngokuphela kukaMbasu wonyaka wezi-2007 ohlelweni lokubukezwa kohlelo lwezifundo. Ngonyaka wezimali wezi-2007/08 sizoqhubeka sinciphise ukusilela esakuficayo ngamagumbi okufundela ayi-1750 nezindlu zangasese eziyizi-2750.

Ngokuhambisana nokugxila koMnyango ekuqinisekiseni ukuphepha nokuvikeleka ezikoleni izikole eziyi-147 zithole ukubiywa ngonyaka wezimali odlule. Lo msebenzi uzoqhubeka nakulo nyaka (2007/08) ekwandiseni inani lezikole zethu elizohlomula ngesimo esingcono sokufundela nokufundisela.

## ***Ukwakhiwa Kabusha Nokulungiswa Kwezakhiwo***

Kusetshenziswe isamba sezigidi ezingama-R240 ngonyaka wezimali wezi-2006/07 emsebenzini omkhulu wokulungiswa kwezakhiwo nokwakhiwa kwazo kabusha ezikoleni esifundazweni sonkana. Izikole ezingama-68 bekufanele zakhiwe kabusha ngokuphuthuma ngenxa wokuthi zoniwa yisiphapho ngonyaka wezimali wezi-2006/07.

## ***Uhlelo Lwezikole Lwe-ICT***

Ukuhlinzekwa kohlelo lobuchwepheshe bezokuxhumana (ICT) ezikoleni bekungashaywa ndiva kulo Mnyango phambilini. Ngonyaka wezi-2005 ngokokuqala ngqa emlandweni walo Mnyango, sagxila ohlelweni lokuqinisekisa ukuhlinzekwa kohlelo lwe-ICT ezikoleni. Leli su laba yimpumelelo kwathi isigaba sokuqala salo saqinisekisa ukuthi ama-50% ezikole athola okungenani ikhompuyutha eyodwa ezosebenza ekuphathweni kwesikole. Lo mgqigqo uqhubekile njengoba izikole ezinye ezingama-850 ziyitholile ikhompuyutha isikole ngasinye ngo-2006. Izingxenywe ezahlukene zoMnyango ngokubambisana sikuqinisekile ukwakhiwa kwama-laboratories amakhompuyutha ezikoleni cishe eziyi-100 azosetshenziselwa ukufundisa nokufunda. Sikwaze ukuqeqesha othisha abangaphezudlwana kwezi-2300 abasuka ezikoleni ezizuze amakhompuyutha ohlelweni lwezinsuku ezintathu lokufundisa ngamakhompuyutha. Izifundo eziningi ngaphansi kwesiTatimende soHlelo lweziFundo sikaZwelonke emabangeni e-10-12 zidinga othisha ukuba babe namakhono kwezamakhompuyutha. Kuze kube manje othisha abangama-800 bamabanga e-10-12 sebethole ukuqeqeshwa okuhlinzekwa wuhlelo lwe-International Computer Drivers License (ICDL). Ngaphezu kwalokho othisha abayi-110 baqeqeshelwe uhlelo lwe-Geographic Information Systems (GIS). Njengamanje sinezikole ezingama-635 ezixhunywe ohlelweni lwe-internet. Izinhlelo esixhumene kuzo nabezimboni ezizimele ziluseke kakhulu uhlelo lokuhlinzekwa kwezikole ngamakhompuyutha.

Ihovisi lami likwaze ukuxoshisa izikole ezithole imiphumela eyi-100% onyakeni wezi-2005 nowezi-2006 kumatikuletsheni ngama-laboratory amakhompuyutha anamkhompuyutha ayi-10 noma angama-20 ngayinye kanye nama-printer ne-soft ware efanele. UMnyango uyabonga kulabo abenze iminikelo kulolu hlelo. I-media centre nama-laboratory amakhompuyutha anikelwe abakwa-Bytes Technology kuvulwe ngokusemthethweni ngoNhlolanja ka-2007. Ukusweleka kukagesi ezikoleni zethu eziningi kuyisithiyo ezinhlosweni zethu zokuhlinzeka izikole zethu zonke ngamakhompuyutha. Ngaphezu kwalokho ukungacaci kahle kwenqubomgomo kaHulumeni yokuhlizeka nge-e-Rate kube yinselelo enkulu ekuqinisekiseni ukuxhunywa kwezizinda zokuxhumana ngobuchwepheshe ngenani elehlisiwe.

## ***Izikhungo Zemfundo Ezisekela Intuthuko Yasezabelweni***

Izikhungo zemfundo zingenye yezindlela ezimqoka zokungenelela kukahulumeni ekubhekaneni nendlala yezinsiza kufunda ezikoleni ezisezabelweni.

Lezi zikhungo zinikezelwe ngezinsiza ezifaka ifenisha, amakhompuyutha, omabonwakude, amavidyo imishini yokugaya (photocopiers) amaphepha kanye nama-data projectors okugcina nokukhombisa ulwazi oludingekayo.

Sekukwakhiwe ama-laboratories amakhompuyutha angama-92 kulezi zikhungo.

Kwakhiwe kabusha izikhungo ezingama-76 okudle cishe izigidi eziyi-10.

Kwezinye zalezi zikhungo kuthunyelwe izinsiza kusebenza zenzululwazi (science kits).

Abaphathi zikhungo abangama-40 baqalile ukusebenza phakathi kukaMasingana noNdasa kulo nyaka.

Lezi zikhungo zisebenza njengezizinda zezinhlelo zentuthuko ngokufundisa abazosebenza emitapweni yezincwadi yasezikoleni uhlelo lwesitifiketi se-Advanced Education course, nokuqeqeshwa kwabafundisi bohlelo lwe-Early Childhood Development, uhlelo lokufundiswa kolimi ezifundweni zonke, nezifundo zezamakhompuyutha kanye nezinhlelo zokuthuthukiswa komnotho ezibhekiswe emiphakathini yezindawo okwakhiwe kuzo lezi zikhungo.

Konke lokhu kwenziwe kwayimpumelelo ngomnikelo wesihe otholakale ezindlini zenxusa le-Royal Netherlands (RNE) ezabele izigidi ezingama-R160 zabela uMnyango ne-Media in Education Trust ngenhloso yokufakelwa kwalolu hlelo eminyakeni emine.

## ***Umkhankaso WeMfundo Yabadala UMasifundisane***

Sekuzuzwe inqubekela phambili eyenelisayo ebheke ekuphumeleliseni izinhloso zohlelo lweMfundo yabadala iMasifundisane – okuwuhlelo lwesifundazwe lokufundisa abafundi abadala besifundazwe ukubhala, ukufunda nokubala.

Mhla lu-1 kuMbaso 2007 bese kubhaliswe abafundi abayizi-30 000 futhi sebabelwe abafundisi. Isibalo esiphezulu sabafundi esiyizi-5300 sitholakale Obonjeni, isibalo esisendimeni esiyizi-2060 sitholakale eMgungundlovu kuthi esincane kunazo zonke esingama-600 sitholakale eMlazi. Sithanda ukubonga kakhulu kuleyo miphakathi nezinhlelo ezithile ezilokhu ziqhubekile njalo nokuvukuza banfundi nokuphephezelisa ifelegi likMasifundisane.

Ukufundisa kulolu hlelo kuqhutshwa abafundisi namavolontiya. Abangama-400 kwabangama-800 sebesayinile izinkontileka zokusebenza kanti bathola inkokhelo yabo yanyanga zonke eyi-R1 000.

UMasifundisane usesungule uhlelo lokufundiswa kolimi lwebele –IsiZulu, ulimi lwezakhamizi ezingama-80% zesifundazwe kanti basebenzisa izincwadi zemisebenzi ezingagcini ngokuthakaseleka kepha zidlulela nasekufundiseni ngempumelelo. Amandla kaMasifundisane okukhulula labo abakade besemaketangeni okugqilazwa ukungazi abonakele ngezinyanga nje eziyisithupha. Kunogogo uGogo, uShongwe ubengakwazi ukubhala nokufunda obesayina ngokubeka isiphambano kodwa manje osekwazi ukuzisayinela igama lakhe. Ngiyabonga ukuthi namuhla unathi kuyo lendlu. Sawubona Gogo uShongwe!

Ukuze siqinisekise ukuqashelwa okuphelele kwezikhungo alo mkhankaso sibeke amathimba isigodi nesigodi keziyi-11 kweziyi-12 zoMnyango. Ukwakhiwa kwalezi zinhlelo namathimba kuhambisana ngqo nenhloso yethi yokusebenza ngempumelelo ekuhlizekeni izinkonzo emiphakathini yethu.

## ***Imfundo Yabadala Eyisisekelo nokuqeqesha***

Imfundo Yabadala eyisisekelo nokuqeqesha (ABET)-uhlelo olusemthethweni lokufundisa ngokufunda, ukubhala nokubala, ngolunye lwezinhlelo ezibaluleke kakhulu zoMnyango olungachazwa njengoluguqula isimo senhlalo, olunikela ekubunjweni kabusha nasekuthuthukisweni kwemiphakathi eyayincishwe amathuba phambilini. Mhlonishwa Sihlalo, Ngiphuphuma injabulo uma ngibika ukuthi ngonyaka wezimali wezi-2006/07 izikhungo zethu zemfundo yomphakathi zenyukile zasuka e-1030 zaye zafinyelela e-1054; kwathi isibalo sabafundisayo senyuka sisuka ezi-6012 saye saba sezi-6575. Inani labafundi lona likhule lagawela lisuka ezi-53 138 layofinyelela ezi-54 439.

Ngale kwale mpumelelo esesiyibalulile le ngxenyana yokusebenza isabheke nezinsalelo zohalmbisana nse nemithetho yonke kaHulumeni. Umthetho weMfundo yabadala (ABET Act), uMthetho wokuqashwa kothisha ka-1998 (Educators Employment Act) kanye noMthetho wezimo zokusebenza ka-1996 (Conditions of Employment Act). Siyethemba ukuthi izingxoxo nezinyunyana noMnyango kuZwelonke emkhandlwini we-Education Labour Council (ELRC) ngezimo zokusebenza kothisha beMfundo Yabadal ziyozala ithokazi sikwazi ukubhekana nalezi zinsalelo.

## ***Imfundo Yojahidada***

Ekuhambisaneni nenqubomgomo kazwelonke yokuhlizeka ibanga R kuzo zonke izikole ezifundisa ibanga 1, sibhalise abafundi abayi-151 976 kwabangaba yizi-227459 esiFundazweni ngoNdasa wonyaka wezi-2007. Lokhu-ke kusibeka ekutheni insebenzo engama-67% ekuhlangabezani nomkhawulo webanga R. Umkhawulo wethu wabafundisi bojahidada abayi-1200 abasha ngonyaka wezi-2006/7 wafinyeleleka ngempumelelo. Lokhu kwenyusa inani labafundisa ojahidada laye lafinyelela ezi-3 794. Abangama-853 babo basezikhungweni zemiphakathi kanti abangama-2 941 basezikoleni zomphakathi zamabanga aphansi.

## ***Ukuqashwa Kokusebenza Ezikoleni***

Njengengxenywe yokulungela ukugabavula singene emkhankasweni okubeka phezulu ohleni lwemisebenzi yoMnyango ukuqapha ukusebenza kwekole zethu ukuze sizonikeza amandla ifuthe lethu lokusebenza ngempumelelo nangamandla amakhulu sigabavule. Kulokhu sibonga wonke amaLungu ahloniphekile ale Ndlu athe ngokuholwa nguNdunankulu abamba iqhaza ohlelweni lokuhambela izikole ngezinsuku zokuqala ezintathu kuvulwe izikole ngonyaka wokufunda wezi-2007.

UMnyango Wemfundo unomthwalo wokuqinisekisa ukuthi izingane ziyafinyelela emfundweni. Ngalokho sesenze ukuqashwa kokulungela ukusebenza kwezikole zethu kwaba ngumgomo. Yingalesi sizathu-ke sesilwelulile lolu hlelo safaka izinsuku zokuqala zaleso naleso sigamu sonyaka kanjalo nezinsuku ezintathu zokugcina. Sikwenza lokhu ngenkolelo yokuthi izikole zethu ngeke zasebenza ngamandla nangempumelelo ephelele ngaphandle kokuba zibe zikulungele ukusebenza njalo.

Phakathi komhla zingama-28-30 kuNdasa nonyaka izikhulu nezisebenzi zoMnyango zihambele izikole ezingama-200 zigxile ikakhulu kulezo ezingasebenzanga kahle. Ukugcizelela ukuqashelwa kokulungela ukusebenza ezikoleni kusizile ekuthuthukiseni indlela yokuziphatha emsebenzini ezikoleni.

Inhloso yalokhu yile:

- Ukulungisa isimo nokugcizelela ukuthi ukufunda nokufundisa kufanele kwenzeke ngosuku lokuqala kuze kube olokugcina;
- Ukuvala izikhala nezinsalelo nokuqinisekisa ukuthi ukusekelwa okufanele kuyafinyelela ezikoleni;
- Ukuncoma ukusebenza okuhle nokukhuthaza abafundisi nabafundi;
- Ukuqapha ukunikezelwa kwezinqalasisizinda; kanye
- Ukuqapha ukusetshenzwa nokwenziwa kwezinhlelo zokuguqulela isimo sesikole kwesingcono ezikoleni ezingezanga kahle ngonyaka odlule.

## Ukuphepha Ezikoleni

Nginexhala ngokuthi othisha nabafundi sebephenduke izisulu zodlame olwenzeka emagcekeni ezikole kanjalo naseduze kwazo. Zikhona izinhlelo esenziwe ngenhloso yokwengeza ukuphepha ezikoleni. Izikole ezigodini zoMnyango eziyi-12 sezixhunyaniswe neziteshi zamaphoyisa. Lokhu kwenzelwa ukuba amakomidi ezokuphepha ezikoleni nothishanhloko banikezwe amandla athe xaxa okubhekana nalobu bugebengu. Izikole sezihlelwe ngokwamaqoqo ezokuphepha kanti othishanhloko sebenikezwe amagama neminingwane yamaphoyisa abhekene nalo msebenzi eziteshini eziseduze. SinguMnyango sesineNqubomgomo yokuPhepha Ezikoleni laphe sibalula khona imisebenzi yezinhlelo zokuphepha ezikoleni, izinhlelo zamaphoyisa amazanga ezigodi kanye nesifundazwe.

Ngonyaka owedlule ngibike ukuthi sihlele ukwakha ubudlelwano nabazamaBhizinisi abamelene nobuGebengu. Ngiyathokoza namuhla ukwethula umbiko othi uhlelo oluhlolwayo lwe-Tiisa Thuto ezikoleni ezingama-52 seluthatha igxathu elibonakalayo ezigodini ezinhlanu:

eMgungundlovu	- izikole eziyi-7
e-PortShepstone	- izikole ezi-6
eMpangeni	- izikole ezi-12
eMlazi	- izikole ezi-8
e-Pinetown	- izikole ezi-19

Sisohlelweni lokukhulisa lo mkhankaso we-Tiisa Thuto siwenabisele kwezinye izigodi.

## Izindondo Zezikole Ezisebenze kahle:

Iqembu labanqobi- Club 100%

Izikole zemfundo yomphakathi ezingama-80 ezizuze impumelelo ye-100% esitifiketini sikamatikuletsheni zithole izindondo zokuzikhuthaza esizibonga ngazo ezingamakhompyutha nama-printer izinsiza zenzululwazi (science kits) izincwadi zomtapo kanye nezinsiza zezemidlalo ezidle izigidi ezi-R4.7.

Kulezi zikole ezingama-34 ebesezivele zinawo ama-laboratory amakhompyutha zizothola amathuluzi nezinto zesayensi, izincwadi zomtapo noma izidingo zezemidlalo ezibiza ama-R136 215 00. Isikole ngasine kwezingama-24 ezingenawo ama-laboratory ekhompyutha kanti zinabafundi abangaphansi kwama-500 ziyohlinzekwa ngamakhompyutha ayi-10, i-printer eyodwa kanye ne-soft ware efanele. izikole eziyi-11 ezinabafundi abevile ema-500 zona ziyohlomula ngamakhompyutha angama-20 ama-printer ayi-10 kanye ne-software efanele kuleyo naleyo laboratory yamakhompyutha.

Izikole eziyishiyagalolunye ezilandelayo yizikole ezikhuphule imiphumela yazo isuka ngaphansi kwama-20% zaya zahlala ngaphezulu kwama-60%. Lezi zikole nazo zihlomule izinto zokukhuthazwa ezifaka izinsiza zenzululwazi, izincwadi zasemtapweni kanye nezinsiza zezemidlalo ezibize izi-R136, 215. 00:

Thokozwayo:	isuka e	-0%	iya ema	-100%
Leshman:	isuka e	-11.8%	iya ema	-92%
Sizathina:	isuka e	-0%	iya ema	-85.7%
Isulomphakathi:	isuka e	-15.6%	iya ema-	75%
Gcinokuhle:	isuka e	-18.8%	iya ema	-70%
Joko:	isuka e	-0%	iya ema	-69%
Mankenke:	isuka e	-8.6%	iya ema	-65%
Momaqoni:	isuka e	-13.8%	iya ema	-62.5%
Mashinga:	isuka e	-16%	iya eme	-60.7%

Lokhu kuklomelisa abenze kahle kuwuphawu lokubonga umsebenzi onzima abawenzile othishanhloko, othisha nabafundi balezi zikole ekuphokopheleleni ukusebenza ngempumelelo.

## ***Imifundaze Yothisha***

Eminyakeni emibili edlule nganquma ukuguqula uhlelo lokunikezelwa kwemifundaze ukuze luzobhekana nenselelo enqala yokuntuleka kothisha ezifundweni ezibalulekile zeZibalo, iNzululwazi kanye neZobuchwepheshe. Uhlelo olusha lwemifundaze, Sihlalo ohloniphekile, lubhekane nezindimbane zezicelo zosizo lwezimali zivela kubafundi bemiphakathi eyayincishwe amathuba phambilini abaphumelela ukuhlolwa kwesitifiketi sikamatikutsheni ngonyaka wezi-2006 bebe befisa ukuqhuba izifundo zabo noma abanye basuke sebevele bebhalisile ezikhungweni zemfundo ephakeme. Esikhundleni sokunikezela ngezindodla zemali kubafundi abayofunda imikhakha engasondelene nemfundo uMnyango ususayinde izivumelwano nabafundi abazofunda umikhakha wemfundo ezifundweni esezintuleka kakhulu. Namuhla ngimi ngeqholo ngibika ukuthi uMnyango weMfundo unikezele ngemifundaze kubafundi abangama-55 abayofundela iziqu ze-B.Ed. NgoNhlolanja 2007 uMnyango unikezele ngemifundaze kubafundi abangama-78 abaqalayo ukuyofunda. Lokhu kwenyuse inani esilabele imifundaze lenyukele ezigidini ezi-R4.5 lapho sixhase khona abafundi abayi-133 abanikezwe imifundaze ngonyaka wezi-2006 nowesi-2007. Emva kokuphuthula izifundo zabo bayoqashwa nguMnyango okungenani iminyaka elingana nabayichithe ezifundweni zabo.

Kufanele siwubonge umnikelo wozakwethu kwezokuthuthukiswa komphakathi ngokwengeza izinsiza kwesikwenzayo ukuqinisekisa ukuthi imifundaze yokuqeqeshwa kothisha ifinyeleleka kalula. Kulokhu sibonga abakwa-GEM School Wear ngokuxhasa abafundi ababili abafundela ubuthisha. Sibuye sikhuleke kwabe-State Information Technology Agency (SITA) ngokunikezela ngemifundaze kubafundi abali-10 abafundela izifundo ezintulekile.

## ***Ukuhlinzekwa Kwezinsizakufunda nokufundisa (LTSM)***

Ngiphinda engikubike esishayamthethweni mhla zi-15 kuNdasas 2007 ukuthi ukuthunyelwa kwezincwadi konyaka esikuwo, 2007, kukhombise ukuthuthuka okukhulu uma siqhathanisa nokonyaka odlule, 2006. AmaLungu aHloniphekile angafakaza ukuthi ekuhambeleni kwawo izikole ngezinsuku zokuqala kuvulwe izikole, ama-95% ezikole ayezihambe ayeyizikole okwabe sekuthunyelwe izinsiza ngokuphelele (100%). Udaba lokuhlinzekwa kwezinsizakufunda luyefana yonke indawo nalokho amalungu ahloniphekile azibonela khona mathupha.

Ingxenywe yempumelelo yokuhlinzekwa kwezinsiza ingachonywa ekutheni yingenxa yezinhlelo zethu zokuhlola nokuqapha okwenzeka ezikoleni. Kuze kube manje ithimba ebilibhekene nalo msebenzi laqokwa ukuze lelekelele uMnyango ekuqapheleni umsebenzi wezinkampani eziphethe umsebenzi wokuthunyelwa kwezinsizakufunda. Ngaphezu kwalokhu siluhlembile lolu hlelo salubekela imidiyo emisha khonacluzoqonda ngqo futhio lunciphise isikhathi phakathi kokufakwa kwe-oda nokufinyelela ekuthunyelweni kwencwadi kumfundi esikoleni.

## ***Ukuhlinzekwa Kwezincwadi Zemitapo***

Ukufunda yisidingo esiyisekelo ekusebenzeni ngempumelelo kwezemfundo futhi sibona ukuhlinzeka izincwadi zemitapo yezikole njengesidingo esikhulu. Isamba sezigidi ezingama-R40 zisetshenzisiwe ngonyaka wezimali wezi-2006/07 ekuthengeleni izikole ezingama-652 izincwadi. Ukuthunyelwa kwazo kuyaqhubeka njengoba sikhuluma nje lapho sisebenzisa khona abashayeli bendawo okubuye kube ngumnikelo emnothweni wezindawo ezimpofu.

## ***Uhlelo lukaZwelonke lokuhlinzekwa kokudla Ezikoleni***

Unyaka ofile bekungunyaka wesithathu lo Mnyango weMfundo ungenise uhlelo lukaZwelonke lokuhlinzeka ngokudla ezikoleni (NSNP). UMnyango uthatha ukukwazi ukuthola ukudla njengenywe yezinsika zomkhankaso wethu wokulwa nobubha nendlala. Loluhlelo lokudla ezikoleni selube olumqoka kakhulu ekukhuthazeni ukukhiqizwa kokudla ezinhlelweni zomnotho ezikoleni nasemiphakathini eyekhelwe yizikole futhi lwaqinisa izimfundiso zokudla ukudla okunomsoco eziyinxenye yohlelo lwezifundo lwethu.

Kafishane nje, zibalelwa ezi-3 663 izikole ezibambe iqhaza kulolu hlelo esibala kuzo eziyi-16 ezingezabafundi abanezidingo ezihlukile. Sekukonke kondliwa abafundi abayisigidi namakhulu amathathu kusukela ngoMsombuluko kuya kuLwesihlanu ezinsukwini eziyi-156 zonyaka wokufunda. Uhlelo lolu selwenabele ekondleni izikole eziyi-151 zaseMzimkhulu ngendlela efanayo naleyo obeluvele luhambangayo esifundazweni sonkana.

Uhlelo lokudla okudliwayo luyefana futhi luchazisisiwe khona luzohlinzeka ngokudla okunomsoco. Kunabapheki abangabalelwa ezi-4000 abapheka lokhu kudla. Ngonyaka odlule ngachaza ukuthi sesiqeqeshe izinkampani zokubambisana abesifazane ezingama-43 ezindaweni zabo ukuze zizombandakanyeka kulolu Hlelo. Namuhla sengibika ngingenqeni ukuthi zonke lezi zinkampani ziqale ukusebenza ngokugcwele kusukela ngoNtulikazi 2006 futhi zinikezela ngamathuba omsebenzi abedingeka kubantu abayingama-400 emiphakathini ehlwempu.

## ***Izikole Okungakhokhwa Kuzo***

Inqubomgomo Yokungakhokhwa kwemali yesikole yaqala ukusebenza ukuze kuzoqinisekiswa ukuthi zonke izingane eziseminyakeni yokuba sesikoleni ziyawathola amathuba okufinyelela emfundweni. Ziningi izingane ebezivimbeleka ekufinyeleleni emfundweni ngenxa yesimo senhlalo nesomnotho sasemkhaya azo. Izingane bezibanjelwa amariphothi nemiphumela yokuhlolwa kwazo ngokungemthetho ngenxa yokungabi namandla kwabazali okukhokha imali yesikole. Ukungeniswa kwale nqubomgomo kuzosho ukuthi abafundi ezikoleni esezihlonzwe njengezingezukuyiqoqa imali kubafundi bayafinyelela emfundweni yamahhala. Iminikelo yokuthanda evela emalugwini omphakathi nakubazali abanamandla isamukelekile nakuzo lezi zikole.

Sihlalo siyazigqaja ngokuqala ngalolu hlelo lwezikole ezingakhokhisi mali esifundazweni sethu oseluhlomulise abampufu kakhulu abangama-20% ezikoleni ezingena ngaphansi kwe-Quintile 1. Ngonyaka wezimali odlule 2006/07 sikwazile ukubona ukubukezwa kwezindlela zokuhlela izikole oselubheka ubunjalo nesimo sabazali sobuphofu. Izikole eziningi ebezingaqaguliwe kahle ezigabeni ezifanele zazifakwe esigabeni sezikole ezinobho zibe zihlwempu sezifakwe ezigabeni ezifanele. Kuningi okusazokwethulwa uma sengikhuluma ngezinombolo khona maduze nje.

## ***Ukuthuthukiswa Kwamakhono Ngokwamakholeji akwa-FET***

Ngizizwa ngingumuntu uma ngibika ngendlela amakolishi akwa-FET asezilungiselele ngayo ukuze ezobhekana nenselelo yokubamba iqhaza elikhulu ekuthuthukisweni kwamakhono esifundazweni sakithi. Ngonyaka wezimali wezi-2006/07 imali yokuhlelwakabusha yamakolishi eyigidi eziR90 ilekelele amakolishi ekuthini:

- Akhuphule izinga lezindawo zokusebenzela ezingama-35 namagumbi okufundela
- Akhuphule izinga lezikhungo zamakhono ezingama-21
- Athuthukise izinhlelo zokuphatha
- Aqeqeshe abafundisi ngesiTifiketi sikaZwelonke sezemisebenzi abuye
- Aqeqeshe abaphathi nezisebenzi zophiko oluphethe ngezinhlelo nezinqubo ezintsha zokuphatha.

Kulo nyaka luqalile uhlelo lwesitifiketi sikazwelonke sezemisebenzi emakolishi okuwuhlelo lweziqu olusha emakolishi akwa-FET. Zonke izinhlelo eziyi-11 zesitifiketi ziyatholakala emakolishi esifundawe sethu Kusukela ekuqokweni kwami ukuba ngibe uNgqongqoshe wesifundazwe ngonyaka wezi-2004 belokhu ngigqugquzele njalo amakolishi akwa-FET ukuthi angazivaleli imiklamo yawo ezinhlelweni zemfundo ezinde kepha abuye abheke nalezo ezimfishana zemisebenzi yezandla zibhekiswe ezinkulungwaneni zentsha engasebenzi. Kulo munxa ngaphezu kwesitifiketi sikwazwelonke amakolishi ethu asefundisa izifundo ezimfisha ngezindlela zokuhlela nezamakhono afana nelokubaza, ukubeka isitini, ukusebenza ngogesi, ukufakela amapayipi nokushisela.

Kubalulekile ukuba ngisho ukuthi intsha eyizi-122 488 nabadala sebehlomulile kulezi zinhlelo zokufunda ezimfishane ngokuphela kuka-2006.

Isamba sezigidi eziyi-R18.5 sahlizelwa isifundazwe sethu sizobhekana nemifundaze njengesikhwama sokwelekelela abafundi ukuze bezobhalisela isitifiketi sikazwelonke sezemisebenzi. Siyabonga kwabakwa-National Student Financial Aid Fund asebesisizile ekuhlungeni izicelo zalolu sizo. Imifundaze eyizi-2411 kulesi sikhwama ihlonyulwe abafundi.

Isikhungo i-Tooling Centre of Excellence: Nyakenye ngimemezele ukuthi ngokubambisana nembali yezamathuluzi sizosungula isikhungo esizokwaziwa nge-Tooling Centre of Excellence. Njengoba sesivele samkele abafundi ophikweni lwase-Plessislaer loMgungundlovu FET College, ukwakha kuyaqhubeka sekuya ekuphothulweni ekolishi le-FET laseThekwini e-Coastal KZN FET College. Isifundazwe saKwaZulu-Natali sisekhaleni ekuvuseleleni imboni ebesifadabala yokwakhiwa kwamathuluzi eNingizimu Afrika. INingizimu Afrika idinga abakhi mathuluzi abayizi-54 000 kanti sizibekele ukufinyelela sithi sifika enyakeni wezi-2014 sibe okungenani ama-22% abakhi mathuluzi bebe bezinze esifundazweni sakithi KwaZulu-Natali. Ngokwezibalo umakhi mathuluzi oyedwa uqinisekisa ukuvela kwamathuba emisebenzi ayi-10.

Oyedwa kwesibambisane nabo aboMsobomvu Youth Fund ekuthuthukisweni kwamakhono kuleli zwe. Lesi sikhwama sesihlinzeke ngoxhaso emakolishi ethu amathathu kulesi sifundazwe. Ikolishi laseMfolozi lihlomule ngesigidi namakhulu amane amarandi sokuqeqesha intsha kwezezingadi zomphakathi, kweze-hydrophonic cooperatives nasekufuyweni kwezinkukhu. Ikolishi i-Coastal KZN linikwe izigidi ezintathu zamarandi emkhakheni wezobunjiniyela nokukhiqiza. UMsobomvu unikele ekolishi laseMgungundlovu ngesamba sezi-R500 000 sokwakha isizinda sokwaluleka intsha engaqashiwe ibe ineziqo nabanye abayintsha abadinga usizo kwezokuthuthukiswa kwamakhono.

Umsebenzi we-Monuments of Peace ngokubambisana nehovisi likaNdunankulu isunguliwe khona izobheka amathuba okuqeqesha ukumbandakanya nokusebenzisa ababeyingxenywe yabazabalazi ekwakhiweni kwezindlu zangasese ezikoleni zasezabelweni esifundazweni. Kwababengamasotsha omzabalazo abangama-200 abangama-99 sebeqeqeshiwe yikolishi laseMgungundlovu emakhonweni okwakha ngo-2006 kanti abanye abayi-100 sebebhalisele ukufunda ngo-2007.

Ngokubambisana noMnyango wezokuHlunyeleliswa kwezimilo iziboshwa ezili-150 zibhalisiwe ekolishi laseMajuba emikhakheni ye-civil, mechanical kanye ne-electrical kanye nakowamakhompyutha.

IsiFundazwe sikhethe ukuvivinya uhlelo lokuxhumana kwamakolishi olubizwa ngokuthi yi-Virtual Private Network olwabelwe izigidi ezingama-R65 million. Onke amakolishi kanjalo neNhlokohovisi isixhunyiwe kwezobuchwepheshe. Lokhu sekukhulise amaxhama okuxhumana phakathi kweNhlokohovisi nezinhlokohovisi zamakolishi onke njengoba eyisi-9.

## ***Izikole zobuchwepheshe nezigxile emikhakheni ethile***

Ngonyaka ofile sabele izigidi ezingama-R20 ekuhleleni kabusha izikole ezigxile emakhonweni obuchwepheshe. Sifake ama-laboratory amakhompyutha ezikoleni eziyi-17 ezingekho ngaphansi kwesigaba sama-21 ngohlelo lwe-auto CAD programme for Engineering Graphics Design and Civil Technology. Izikole eziyi-18 zesigaba sama-21 zanikezelwa ngezimali zokuxhunywama kwamakhompyutha nokuthengwa kobuxhakaxhaka bezobuchwepheshe (Civil, Electrical and Mechanical Technology).

Izikole eziyi-11 zesigaba sama-21 zithole izimali zokuthenga izinto zokusebenza zesifundo se-Consumer Studies and Hospitality Studies. Phezu kwalezi sinezikole eziyi-10 ezingekho esigabeni sama-21 ezithunyelelwe izimpahla zokusebenza zesifundo se-Consumer Studies and Hospitality Studies. Izikole eziningi zezolimo esifundazweni zabelwe izimali zokuxhuma ama-laboratory amakhompyutha. Sibuye sathumela amathuluzi ezolimo ezikoleni ezisifundisayo lesi sifundo sezolimo ezingama-517.

## ***Ukuqeqeshwa kothisha***

UMnyango weMfundo KwaZulu-Natali ubunyusa iziqu zothisha abayizi-3000 abebengenalutho kanye nalabo abanezicucu ezingenele zokufundisa.

Ngaphambi kokungena kwentandoyeningi ngonyaka wezi-1994, iminyango eyahlukene yangaleso sikhathi yayinezibalo ezahlukene zothisha abangenazo iziqu zokufundisa (ibanga 8-kuya kumatikutsheni) nalabo abanezicucu ezingaphelele (umatikutsheni nonyaka owodwa wokuqeqeshwa kuya kwemibili). Iminyango eyayithinteka kakhudlwana kulokho yileyo yozimele kanye noMnyango wemfundo nokuqeqesha. Ocwaningweni olwenziwe uMnyango kaZwelonke weMfundo ngonyaka wezi-2002 iKwaZulu-Natali yiyo eyayiholobha phambili ezibalweni zothisha abangenazo iziqu zokufundisa nabanezingaphelele.

Phakathi kuka-2004 no-2007 isibalo sothisha ababhalise ezikhungweni ngenhloso yokukhuphula iziqu zabo sithi bayizi-2963.

Uhlelo luka-2007 lokubabhalisa seluyaqhubeka njengoba sikhuluma nje. Othisha abayi-1150 bayabhaliswa ezikhungweni ezimbili zemfundo ephakeme: iNyuvesi YaKwaZulu neNyuvesi YaKwaZulu-Natali. Izwe lase-Netherland yilo elixhase lokhu ngokuxhumana noMnyango weMfundo kuZwelonke.

## ***Ukuqashwa Kothisha***

Kusukela ngonyaka wezi-2004 ngabele imali eningi ekuqashweni kothisha ngenhloso yokufinyelela ekunciphiseni inani labafundi eliqondana nothisha oyedwa esikoleni. Leli nani selincishisiwe lisuka ku-36.1:1 laye lafinyelela ku-31.36:1 eminyakeni emithathu eyedlule. Lokhu kuyisibalo esiphansi ukwedlula zonke ezweni lonke. Le mpumelelo ishaye ihlombe ozakwethu esibambisene nabo emfundweni ikakhulu izinhlangano zothisha.

Olunye uphaphelwano lwegwalagwala siluthole ngokuphendula othisha betoho abayi-1 667 sabenza baqashwa ngokugcwele ngesivumelwano sesifundazwe (Provincial Collective Agreement No.1 of 2007). Lokhu kusizile ekubhekaneni nenkinga yokungabi nasiqiniseko somsebenzi kulabo thisha futhi kwengeza ulwazi olunzulu eMnyangweni ngobukhona kwalaba othisha. Njengoba ngakhombisa ngonyaka odlule siyohlala sikhona isidingo sothisha betoho ngezikhathi ezehlukene zonyaka ukuzobhekana nezikhala ezishiywe othisha abagulayo nabangekho ezikoleni ngezinye izizathu zemvelo. Kufanele kubhekiswe ukuthi ukunciphisa inani lothisha betoho kakhulu kuyokhuliswa futhi kwenziwa ngcono yisinqumo sokusabalaliswa kothisha njalo ngonyaka njengoba kuvunyelwene nezinyunyana ngaphansi kohlelo lwe-National Post Distribution Model.

Elinye lamaphuzu anomthelela kulokhu eliphikisa ukuguqulwa kothisha betoho benziwe abaqashwe ngokugcwele inkinga yothisha abangaqeqeshelwe ukufundisa. Lokhu kufaka othisha abaneziqo kepha abangaqeqeshelwe ukufundisa nalabo abangenazo iziqu noma ama-diploma. UMnyango unothisha abanengi abafundisa izifundo eziyindlala ezikoleni isifundazwe sonke. Kulokho uMnyango usuvumile ukuqasha othisha betoho bezifundo ezintulekile ukuguqulelela ekuqashweni ngokugcwele ngenhloso yokuba nohlelo lwama-Post olulandelekayo ekugcineni. Lokhu kumbandakanya othisha betoho abanazo iziqu kepha abangenazo ezokufundisa abaqashwe nguMnyango futhi abafundisa lezi zifundo: izifundo zobuchwepheshe ezifaka ukucwalwa kwezindle; Technical Drawing; umculo; ukudansa; imidanso yesiGriki, umlando wezomdanso nesimo somuntu, isifundo se-Hotel and Catering Industry, librarians, education therapists, psychologists, social workers, nursing ezikoleni zabafundi abanezidingo ezehlukile, Ballet accompanists, Speech and drama, ezobunjiniyela, ezolimo, Computer and information Studies, Marime Studies, Utility services ne-social services.

Phezu kwalaba uMnyango usufake abeZibalo, Physical Science, Biology, Accounting, Bussiness Economics kanye ne-Economics ohleni lwalezi zifundo. Lokhu kuzohlomulisa othisha abaneziqo kepha abangenasi isitifiketi sobuthisha abaqashwe ngokwetoho. Labo thisha bazoqashwa ngokuphelele futhi ngeke banqanyulwe njengabetoho. bangabhekelwa uma kubhekwa abazokhuphula izifundo zabo ngokuxhaswa nguMnyango.

Izivumelwano ezinhlanganyelwe ezimbili kufinyelelwe kuzo zasayinwa ngonyaka wezimali odlule, 2006/07. Lezi yisivumelwano 3 sonyaka we-2006 nesivumelwano 5 sonyakawezi-2006 kanti zinikezela nge-1% ekunyusweni kweholo kwaminyaka yonke, 3% ekunyuseni okukhulayo no-7% kothisha abaguqula isigaba seholo kulabo abafanele

(salary progression (1 per cent), accelerated progression (3 per cent) and grade progression (7 per cent) to eligible educators). UMnyango wethu ungomunye wemibalwa ekwazile ukusebenza ngalezi zivumelwano ngezikhathi ezibekiwe.

## ***Abesifazane Ezikhundleni Eziphezulu Zokuphatha***

Ngo-2006/2007 ngikukhombisile ukuthi uMnyango uthatha izinyathelo ezinqala ekubhekaneni nodaba lokungameleki kahle kwabesifazane ezinhlakeni zokuphatha koMnyango ezingeni eliphezulu. Kuyathokozisa namuhla ukuthi sengiyakwazi ukubika ukuthi uMnyango uqhubekile nezinhlelo ezifana nalezi zokwenyuswa kwesibalo sabesifazane. Kumanje inani lenyuke lisuka ema-29% laya ema-37% ngonyaka odlule nje kuphela. Lokhu kuhluke kakhulu kune-17% engalithola ngifika kulo Mnyango ngizoba nguNgqongqoshe weMfundo. Sizimisele ukufeza isidingo semiklamo kazwelonke engama-50% ngokuphela konyaka wezi-2009.

## Ukuphatha

Uphiko lwezokuphatha eMnyangweni lulokhu luqhubekile nokuba yindlela yokuqinisekisa ukwesekela ekunikezelweni kwemfundo enohlonze esifundazweni. Emva kwezixoxo ezithathe izinyanga nesibambisene nabo sigcine sivumelene saqeda ngokubuyekeswa kohlelo lwesimo sezigaba zezikhundla kulolu phiko ngoLwezi 2006. Ngikhuluma nje siphezu komkhankaso wokuqasha abantu ezikhundleni ezibalulekia ezivezwe uhlelo olusha lwezikhundla eMnyangweni. Lezi zikhundla zifaka ezokuphatha kanjalo nezimayelana nezifundo ezithile ophikweni lwezokwaluleka ngokwezifundo nangokwengqondo.

Amalungu amakomidi ama-Portfoli ezezimali neMfundo kanye neKomidi elimiyo lama-Public Accounts, azoyikhumbula imizamo esesiyenzile yokuhlela kahle uMnyango uma kuziwa ekuphathweni kwezezimali. Sekungunyaka wesibili lo ilandelana sithola umbiko womphanyi-mabhuku emva kweminyaka emihlanu uMnyango uchithwa. Okubalulekile ngonyaka wezi-2005/6 uMnyango waphumelela endaweni yayinye nje vo. Sisebenza ngokuzikhandla okukhulu ukuthi ngelinye ilanga sithole umbiko ongenazici ophuma kuMphenyi Mabhuku Omkhulu.

Sijabuliswa nawukuthi uhlonze lwezokuphathwa kwezolwazi olusuka ezikoleni luye ngokuthuthuka okukhulu ngonyaka odlule, 2006/07. Izimali ezabelwe lo msebenzi ngonyaka owandulelayo zakwazi ukuvumela uMnyango ukuthi uqashe abasizi bezobuchwepheshe ukuze bazoqalisa uhlelo lwezokuphatha i-South African School Administration and Management System (SA SAMS) and the Learner Unit Record and Information Tracking System (LURITS) futhi sathenga amathuluzi okusebenza afanele ukuze sisekele abezokugcinwa kolwazi ezigondini (EMIS).

Ezemidlalo Ezikoleni nohlelo lokumbandakanya okungukhukhulela ngoqo.

Uhlelo lwezikole lokumbandakanya okungukhukhulela ngoqo kwezemidlalo luwuhlelo lokubambisana phakathi kwethu noMnyango Wezemidlalo nokuNgcebeleka kanti lufaka izinhlelo zemidlalo ngaphakathi ezikoleni naphakathi kwezikole esifundazweni zonke.

- Sekuhlonzwe izikole ezingama-159
- Abasizi bezikole abayi-159 nabadidiyeli bamaqoqo abayisi-9 nabaphathi ababili sebeqashiwe.
- Othisha namavolontiya ezinhlotsheni zemidlalo eziyisithupha baqeqeshwa yizinhlangano zesifundazwe zomdlalo nomdlalo kanye ne-Academy of Sport.
- Izidingo zemidlalo zahlinzekwa ezikoleni eziyi-159
- Imicimbi yezemidlalo ibanjwe ngempumelelo kuwo wonke amaqoqo njengoba eyisi-9.

Siyabonga kuNgqongqoshe uRajbansi ngothando lwakhe lokweseka nokubambisana noMnyango weMfundo.

# Ukungenelela Okumqoka Kuka 2007/2008

## ***Izinhlelo zoMnyango zokungenelela kulo nyaka wezimali yilezi:***

### ***Abasebenzi***

UMnyango usandakuphuthula ukubhalwa kohlelo lwamasu okuqasha nokuphatha izisebenzi zoMnyango (Human Resource Plan). Lolu hlelo luveza indlela yethu yokuthuthukisa amakhono abasebenzi boMnyango kanti luyahambisana nemiklamo yokulinganisa yoMnyango.

Ngokuhambisana noMthetho wokuThuthukiswa Kwamakhono uMyango usubeke eceleni i-1% esabelweni sabasebenzi okuhlinzekelwe ngawo ukuqeqeshwa nezinhlelo zokuthuthukiswa kwabasebenzi njengoba kuhlonzwe ngezinhlelo ze-Performance Management and Development System (PMDS) ne-Integrated Quality Management System (IQMS).

### ***Isandulela Ngculazi Nengculazi***

Uhlelo lokuthuthukiswa kwamakhono empilo i-Life Skills nolwe-HIV and AIDS Education Programme ziyizinhlelo zokunqanda isifo singangeni kumuntu. Lezinhlelo sezifakwe zaba yingxenye yezifundo zonke ezikoleni zethu zamabanga aphansi nezamabanga aphezulu. Sekuqeqeshwe othisha bojahidada cishe abayizi-2 880 abayizi-22 400 bakwa-GET nabayizi-3 400 bebanga le-10 nele-11 ukuze bezoqhubeka nalolu hlelo. Lolu hlelo seluqaliwe esifundweni sezamakhono empilo i-Life Orientation Learning Area kuzo zonke izikole zethu.

Sihlalo uhlelo lwebhizinisi luhlinzeke ukuthi sibe nohlelo lokwengeza lokuqeqesha othisha bebanga le-12 kulokhu. Ukungeniswa kolwazi lwesandulela ngculazi nengculazi ezinkundleni zokufunda zonke kuzokwenziwa ngokuphelele nasezikhungweni zebanga-R eziyizi-2 800.

### ***Ukwandiswa kwezikole Okungakhokhwa kuzo***

Ngonyaka owedlule izikole eziyi-1 341 eziku-Quantile 1 zahlonzwa njengezikole okungezikhokhiswa kuzo imali yesikole. Isabelo somfundii ngamunye besingama-R569 esingaphezulu kwezinga elibekwe kuzwelonke elingama-R527 umfundi. Sisikhuphulile lesi sabelo sasibeka ema-R629 umfundi kulo nyaka.

Nonyaka, izikole ezingakhokhisi mali sezinyuswe zafaka izikole eziku-Quantile 2. Sinesibalo sabafundi abayizi-503 386 ezikoleni eziyi-1212 ezisesigebeni se-Quantile 2. Lokhu kwengeza esibalweni esivele sikhona sika-Quantile 1 sabafundi abayizi-676 110 ezikoleni eziyizi-2 130. Ekugcineni sinesibalo sabafundi abayisi-1 179 496 ezikoleni eziyizi-3 342 okuhumusheka kube ama-42% abahlomula kulolu hlelo uma sikuqathanisa nesibalo sonke sabafundi esinabo esifundazweni. Izikole eziku-quantile 2 bengezelwe esabo isabelo ngonyaka wezi02007 sasuka ema-R442 saba ama-R560 umfundi ngamunye.

### ***Ukuqiniswa kwezikole zasezabelweni nezasemapulazini***

UMnyango wethu uqale isu lokuqinisa nokuhlenganisa izikole zasezabelweni kanjalo nezasemapulazini ngenhloso yokuzivuselela nokuhlinzeka ngezinsiza ngokwanele khona zizokwazi ukubhekela inani elithe xaxa labafundi khona ezabelweni noma emapulazini.

Lolu hlelo lokuqinisa nokuhlanganisa luzofaka ukwakhiwa kabusha kwezikole zasemakhaya nezasemapulazini khona abafundi bezoba nezikole ezinkulu futhi ezinezinsiza kufunda zonke ezifaka ama-laboratories imitapo yolwazi kanye namkhompyutha. Sizodlula sibahlinzeke ngezinto zokuhamba abafundi ukusuka emakhaya ezikoleni abahamba amabanga amade beya esikoleni. Ngonyaka wezimali wezi-2007/08 sihlose ukwethula uhlelo e-Appelsbosch naseMsinga ngendlela yokuluhlola. Loluhlelo luzofaka ukhlinzekwa kwezidingo zokulalisa abafundi esikoleni (boarding facility) eMsinga secondary kanye nasekolishi okwakungelamathishela phambilini. Lo mkhankaso uyoisivumela ukuthi silalise abafundi abangama-800 eMsinga nabayi-1200 e-Appelsbosch. Kulo nyaka sabele lo msebenzi izigidi ezingama-R20.

Uhlelo Lokwenza ngcono Imiphumela kaMatikuletshe (Senior Certificate) – izigidi ezingama-R20) Sisungule uhlelo oluqhubekayo lokuthuthukisa imiphumela kamatikutsheni (Senior Certificate Improvement Plan) ukuze sizokwenza ngcono imiphumela yebanga le-12. Silwethulile loluhlelo mhla zingama-25 kuMasingana 2007. Ukugxila kwalo kusezikoleni ezithole ngaphansi kwama-50% nalezo zikole ezingazinzi emiphumeleni emihle ebezehla zenyuke eminyakeni emihlanu edule. Sigxile futhi ezikoleni ezehlwe yimiphumela ngokwevile e-10%.

Uhlelo lwethu lusekelwe ekuqondeni kwethu ukuthi isikole siyohlale siyinsika yokuqhuba esikuphathisiwe singuMnyango weMfundo KwaZulu-Natali. Maqondana nalokhu abaphathi abakhulu boMnyango beholwa yimi kanye neNhlolo yoMnyango sesiqalile futhi sizoqhubeka nokuhambela zonke izigodi ziyohlangana nabaphathi bezikole emizamweni yokusebenza ngempumelelo nangokugabavula.

## ***UMasifundisane (izigidi eziyi-R100)***

Sihlalo, njengoba ngitshengisile ekuqaleni umkhankaso kaMasifundisane unenqubekela phambili emangazayo, sekubhaliswe abafundi abayizi-33 000 emasontweni, emapulazini, ezindaweni zokusebenza, emajele, nasemiphakathini.

Abafundisa ukufunda ukubhala nokubala bafinyelela emagqumeni, emathafeni onke esifundazwe sakithi lapho abangafundile behlala khona. Sihlose ukunyusa isivinini ngonyaka wezimali wezi-2007/08 futhi sizothola abafundi abanye abayizi-33 000 siveze futhi amathuba omsebenzi ayizi-3000 kwabafundisayo nakwabaphethe abafundisayo nabahlolayo abangama-300 kulo nyaka. Okunye okuyintuthuko yalo nyaka ukuthi ngaphezu kokufundiswa kwesiZulu kuzoqalwa kufundiswe isiXhosa, seSotho isiNgisi ne-Braille yabangaboni.

## ***Lolu hlelo silwabele (izigidi eziyi-R100)***

Ukhlinzekwa kwezokuxhumana ngobuchwepheshe (ICT) I-White paper emayelana nemfundo ngokwezobuchwepheshe (e-education) idinga ukuthi abafundi nothisha basesigabeni sakwa-GET nesakwa-FET ezikoleni babe sebekwazi ukusebenzisa ezokuxhumana ngobuchwepheshe bonke ngonyaka wezi-2013. ngonyaka wezimali wezi-2007/08 sihlinzeke izigidi ezingama-R40 ekuqhubeni loluhlelo lwe-ICT.

Ama-laboratory amakhompyutha ayokwakhiwa ezikoleni ukuze sizoqinisekisa ukudidiyelwa kwe-ICT ekufundeni kwabafundi. Ngaphezulu kokuqeqeshwa kwezobuchwepheshe bamakhompyutha kothisha bakwa-FET ulwazi oluyisisekelo lwamakhompyutha luzofundiswa kubo bonke othisha kanye nabaphathi.

## ***Ukulelwa Kabusha kwezikole zobuchwepheshe nezigxile emikhakheni ethile***

Ngikubalulile ekuqaleni ukuphumelela kwethu ekuhleleni kabusha izikole zezobuchwepheshe nezemisebenzi ehlukene ezigxile kuyo emkhankasweni wethu wokwenzangcono nokuphumelela emakhonweni emisebenzi yezandla. Ngokubhekela ukuthi iningi lalezi zikole lizinze ezindaweni zabadla imbuya ngothi sibone kuyisu elihle ukuthi siqhubeke nokuzihlela kabusha njengoba siqale ngonyaka odlule, 2006/07. Kulokhu uMnyango wabe isamba sezigidi eziyi-R110 kusukela enyakeni wezimali wezi-2006/07 kuya kowezi-2008/9 ukuze uzohlela kabusha lezi zikole. Ngo-2007/2008 uMnyango usubeke eceleni izigidi ezingama-R40. Inhloso ngeyokhlinzeka izikole ngamathuluzi nezinsizakalo zokusebenza zokuqeqesha ngokwenza ngezandla kanjalo ne-hardware ne-soft ware entsha yamakhompyutha yezinhlelo ze-IT.

Njengenxenywe yomkhankaso wethu wokukhuthaza izikole ezigxile ezifundweni ezithile nezobuchwepheshe ikakhulu sibheke kwezolimo uMnyango wethu usuhlanganyele noMnyango Wezolimo nezokongiwa kweMvelo ekuhlinzekeni ngosizo ezifundweni kanye nolunye usizo kulezi zikole kusukela ngalo nyaka wezimali esikuwo.

## ***Izingqalasizinda***

Ukuqeda inkinga yokusilela kokuhlinzekwa kwamagumbi okufundela nezindlu zangasese kuselokhu kuyinselelo enkulu eMnyangweni ikakhulu ngenxa yokuswela amandla kwezinkontileka ukuqala aqede imisebenzi eyinani elinjengoba lihleliwe. UMnyango uhlele ukuqhubeka nokusheshisa uhlelo lokwakha amagumbi okufundela ngaphansi kohlelo olwaziwa nge-Accelerated Needs Delivery Programme ngokulukhulisa khona luzovumela ukuhlinzekwa kwamanzi nezinsiza zokub nezindlu zangasese ezishyawayo. Lolu hlelo luvumela ukufunwa kwezindlela ezinye zokuthunyelwa kwezinsizakalo kubantu njengokuphathwa kohlelo lokuphatha ezokwakha nezokuthengwa kwempahla.

UMnyango ubheke nenye inselelo emalungana nokuhlinzekwa kwamahhovisi ezigodi zethu. Isabelozimali asikuhlinzeki ngokwanele ukwakhiwa kwamahhovisi esigodi evilekwamabili ngonyaka futhi isidingo siyeadlula kude imali ekhona.

Ngaphezu kwakho konke izingqalasizinda zinesidingo sokwakhiwa kabusha kwezikole zasemapulazini nezasemakhaya kanye nokunikezela ngezinto zokuhamba kubafundi bakhona. Ukungeniswa kohlelo lwesiTatimende soHlelo lweziFundo sikaZwelonke kuqubula kabusha izidingo sokuba sibe nezikhungo zolwazi lwezingcweti nezakhiwo. UMnyango usakha isu lokuguqula isimo sokuthunyelwa kwezinsizakalo nezinqalasizinda ezikoleni futhi usazoqhubeka nokusebenzisa izinkampani ezizimele ekuthunyelweni kwemisebenzi.

Ukuze uzokhulisa amandla okukwazi ukuthunyelwa kwezinqalasizinda ngohlelo lwe-Infrastructure Development Improvement Programme (IDIP) uMnyango uhlose ukuthola usizo lokusebenza esikhathini esifishane kuya kwesilingene khona kuzofundiswa amakhono kwengezwe namandla okwenza ezisebenzini eziqashwe ngokugcwele abazoqashwa ngalo nyaka wezimali. Sikwazi ukuphumelela kuphela ngokuba nabasebenzi abanolwazi namandla okusebenza ngempumelelo ekuthumeleni izingqalasizinda ezikoleni zethu.

## ***Uhlelo Lokusebenza Kangcono Lwe-QIDS-UP***

Uhlelo lokuthuthukiswa nokwenziwa ngcono ukuthuthukiswa nokusekwa (Quality Improvement, Development, Support and Upliftment Programme) -QIDS-UP wuhlelo lokuhlinzeka labo ababencishwe amathuba phambilini oluhlose ukunikeza zonke izikole zaseNingizimu Afrika amathuba alinganayo ekunikezeleni ngemfundo enohlonze kubafundi bonke. Lugxile ezintweni ezilandelayo: ukuthi ububha wuphawu olugqamayo ekufundeni kwabafundi abaningi kuleli zwe; ukuthi laba bafundi bahamba izikole eziningi ezisezindaweni ezikude zasezabelweni zamakhosi, emakhaya, emapulazini nasemalokishini; nokuthi inani elikhulu lezikole eNingizimu Afrika lisebenza ngabafundi abangenalutho uma kubhekwa izinsiza ezingabenza bafunde imfundo enohlonze. Lokhu kunomthethelela ongemuhle ekuhlinzekeni imfundo enohlonze kanti lezi zinselelo zinqinda amathuba empilo kubafundi abakulezi zikole futhi kunqinda amandla okuhlinzekwa kohlelo lwemfundo elinganayo kubo bonke abafundi baseNingizimu Afrika.

Ngo-2007/08 isiFundazwe sesabe isabelo sezigidi ezingama-R40 kulolu hlelo. Lapha kuqondwe izikole zama-quintile 1. Sihlele ukufaka nezikole ezingena ku-quintile 2 no-3 nezikole ezifundisa abafundi abanezidingo ezihlukile eminyakeni emithathu ezayo.

Izikole ezihloswe yiolu hlelo lwe-QID-UP zizothola ukusekwa ngezinsizakufunda nokufundisa ezizothuthukisa ulwazi lokufunda, ukubhala nokubala namathuluzi okusebenza efana nama-photocopier kanye nama-feksi, kanye nokwakhiwa kabusha kwamagumbi okufundela.

## ***Ukuthunyelwa Kwezincwadi ezithe xaxa ezikoleni***

Kwabiwe ezinye izigidi ezingama-R40 esabelwe ukukhuliswa kokuthunyelwa kwezincwadi zemitapo ezikoleni ngonyaka wezi-2007/08. Kubuye kwabiwa izigidi eziyi-R12 ngenhloso yokuqinisekisa ukuthi isigodi nesigodi kweziyi-12 zethu siba nomahambanendlwana womtapo wolwazi ozobhekana neqoqo lezikole eziyi-16 okungafinyelela kubafundi abangama-20 000 iqoqo neqoqo. UMnyango usebenzisa inqubomgomo yesifundazwe yokufunda (Provincial Reading Policy) lapho izikole eziyi-100 zisetshenziseswa njengezokuvivinya uhlelo lokwenza ngcono amazinga okufunda kubafundi.

## **Ukuphepha Ezikoleni**

Ukuphepha ezikoleni kuyinkinga enkulu ethinta umphakathi wonke esithole intuba yokungena ezikoleni zethu esibe nemiphumela eshaqisayo esiyibonile kulezi zinsuku.

Kulo nyaka siyabiyi kuzo zonke izikole ezingabiyiwe. Sizobe sibheka ukuqasha onogada njengengxenywe yohlelo lwezemisebenzi yomphakathi olwenziwe banzi lokusheshisa ukuhlinzekwa kwezidingo kubantu (expanded public works programme). Izikole ezisengozini kakhulu kuzoqalwa ngazo kulokhu.

NgoNhlaba nonyaka sizobamba ingqungquthela yezokuphepha ezikoleni (Provincial School Safety and Security Indaba) lapho bonke ababamba iqhaza bezonikwa ithuba lokunikela ekwenzeni izikole zibe eziphephile la kungahlala khona abafundi nabafundisi.

Isibophezelo sethu ekuthuleni, esethulwe emkhulekweni wesifundazwe wokuthula obubanjelwe eSikhawini emavikini amabili edlule sizothunyelwa kuzo zonke izikole esifundazweni. Othisha nabafundi kulindeleke ukuba bsayine lesi sibophezelo baziphophezele ekukhuthazeni inhlonipho yomuntu nomuntu, uxolo, ukuvikeleka kanye nesithunzi sabafundi nothisha. Lokhu kuyobe sekudluliselwa kubazali nakuyo yonke imiphakathi ngokuhamba kwesikhathi.

## **Umkhankaso Wokwakhiwa Kwemigwaqo namabhuloho**

Sisebenza ngokusondelana noMnyango wezokuThutha ekuhlinzekeni imiphakathi ngemigwaqo yokufinyelela ezikoleni obekungafinyeleleki kuzo. UMnyango weMfundo unikezele ngolwazi eMnyangweni wezokuThutha olukhombisa izimo zemigwaqo ebheke ezikoleni zethu ebinikezwa yizikole uqobo. UMnyango wezokuThutha usubeke eceleni izigidi ezingama-R82 ezizothuthukisa ngazole migwaqo nokwakha amabhuloho abahamba ngezinyawo ngonyaka wezi-2006/07.

Lokhu kuzokwehlisa umthwalo wokuhamba ezingoxweni nasekuweleni imifula eyingozi uma abafundi beya ezikoleni ezindaweni zasezabelweni.. ithimba elihlanganise le Mnyango oweMfundo nowezokuThutha selakhiwe futhi siykwamukela lokhu kubambisana.

Isabelo esinikeziwe singaphansi kwesi-7% salokho okudingekayo ekugcineni ukuze kuzokwenziwa yonke imigwaqo okuhamba kuyo abafundi ephiphile. Le mali beyahlukaniswe ngendlela yokutho ama-67 % ( R55m) abhekene nemigwaqo kwathi ama-33 % ( R27m) abhekana namabhuloho abahamba ngezinyawo. Kuthintwe izinhlaka zama-Rural Transport Forums mhla ziyi-14 kuMandulo. Le misebenzi iqedwe ngoMandulo wezi-2006.

## **Ukuphathwa Kwezabasebenzi**

Isabelo zimali sonyaka wezi-2007/08 sizosivumela ukuba sibe nezikhala zokusebenza eziyizi-2000 ezizobekelwa othisha ababambela abanye noma yinini phakathi nonyaka. Ukuze sizobhekana nesidingo sokuguqula isimo sezifundo kwezinye izikole sibeke eceleni izikhala ezingama-955.

Sisungule izikhala ezingama-455 zothisha bebanga R. Lezi zikhala zizokwabela izikole ezazincishwe amathuba phambilini njengoba bekungavamile ukuthi zibe nalokhu esikhathi sakudala sobandlululo.

Ukushoda kothisha ezifundweni ezifana neZibalo, Physical Science ne-Travel & Tourism sekuphoqe uNgqongqoshe kwaZwelonke ukuthi aqalise uhlelo lokubuyisa othisha abaphuma ngempesheni noma ngohlelo lwephakethe (Voluntary Severance Package). Kuze kube manje sekube khona abafake izicelo abangama-427. Laba bafundisi bazoqashwa ngokwezinkontileka zabasebenza ngokungagcwele uma kunesidingo. Uhlelo lwethu lwabasizi bothisha (Teacher Assistant Programme) lubhekene ngqo naleminxa emibili yokulungela ukugabavula kwezemisebenzi.

Njengohlelo lwesikhathi eside esizayo uMnyango uhlela ukuqashwa kwabasizi bothisha esigabeni seMfundo eyisisekelo (Foundation Phase). Abasizi bothisha bayongena ezikhaleni zothisha ngokuphathwa kwamakilasi okungaye kufinyelele ema-40% angathintani kakhulu nokufundisa. Abafundi bayohlomula kulokhu ngoba uthisha uyokwazi ukubhekana nokufundisa bona ngamunye, lokho sekuyokwakha isisekelo esiqinile ikakhulu ekufundeni ekubhaleni nasezibalweni kusesekuqaleni kokufunda kwabo. Lokhu kuyokwenza abafundi babe sendleleni ebheke ekugabavuleni.

Esikhathini esifishane ekubhekaneni nesimo sokwehla kwemiphumela kamatikuletshe uMnyango uhlela ukuqasha bona abasizi bothisha ezifundweni ezibalulekile. Laba basizi bothisha bazotholakala kothisha asebethathe umhlala phansi, abafundi abaneziq abangaqashiwe, abafundisi basemanyuvesi asebethathe umhlalaphansi. Lokhu okwesikhashana futhi kwenziwa ngoba kuhloswe ukunqanda ukushona phansi kwemiphumela. Nakhona lapha leli su liqonde ukuthi sigabavule ekuhlinzekeni ngemfundo enohlonze.

## ***Uhlelo lukazwelonke lokuhlinzeka ngokudla Ezikoleni***

Uhlelo lukaZwelonke lokuhlinzeka ngokudla ezikoleni luhlose ukufaka izikole ezinezidingo ezihlukile zabakhubazekile nabafundi bebanga R bezikhungo zomphakathi ezibhalisiwe nonyaka. Sibheka esikufundile kulolu hlelo, sizokwandisa inani labafundi abaphakelwa inkampani eyodwaliye ezi-6000 ukuze sizoqinisekisa ukuthi lezi zinkampani nokubambisana kwamalungu omphakathi ziyaqala ukwenza inzuzo emizamweni yazo.

Okokuqala emlandweni wezikole ezihlinzeka abakhubazekile, zizoba nethuba lokuhlanganyela kulolu hlelo. Izikole ezingama-25 ezintsha zizohlomula kulo nyaka wezimali, 2007/08 ngaphezulu kweziyi-16 ebese zivele zihlomula. Ezinye ezisele zingama-boarding nezikole ezifunda emini bahambe abafundi kepha azikhombisanga ukuthi ziyadinga ukungena ohlelweni.

Izikole zikhethelwe ukungena ohlweni oluxhaswe yi-Flemish ngohlelo lokuthunyelwa kokudla oluqhubekayo olwenziwe ngokubambisana phakathi kweMnyango owezoLimo, owezeMpilo, owezeNhlalakahle kanye nabakwa-ELITS inhlangano engekho ngaphansi kukahulumeni. Kukhethwe izikole ezingama-85.

Amarisidi enyanga kaNdasa okusebenza kwezimali zalolu hlelo yima emukelwe ngenyanga kaMbasa osekungunyaka oladelayo lokhu okwenza angabe esadla esabelweni zimali sonyaka ofanele. UMnyango ubheka izindlela eziningi zokubhekana nalokhu.

## ***Imfundo Yabanezidingo Emphakathini***

UMnyango ususungule isu lokusetshenzwa nokunikezelwa kohlelo lwemfundo edidiyela bonke abafundi ndawonye (inclusive education) oluzongeniswa kancane kancane eminyakeni engama-20. Lolu hlelo lufaka ukufinyeleleka okukhulisiwe emfundweni kwabafundi abanezingqinamba ngakgo luguqula kancane kancane izikole luzenza izikole ezifundisa bonke abantu. Imfundo edidiyela bonke inemithelela nemiphumela ehamba ibanga elide yingakho idinga ukuthi bonke abathintekayo ukuthi babambe iqhaza kuyo ngoba imayelana nokwakha imiphakathi embandakanya bonke. Ukubambisana kweminyango kahulumeni eyahlukene ekwakhiweni kwezinhlelo ezihlangene kuyisidingo kulokhu ukuze kube yimpumelelo. Isabelo sesifundazwe asanele sisodwa kulokhu uma sibheka ukuqala nokuqhuba lolu hlelo lweMfundo Edidiyela bonke, ngesikhathi esibekiwe.

Uma kuhlelwa izinto zokuthutha abafundi izimo zokukhubazeka kufanele ziqashelwe. Izinto zokuhamba ezilungele ukugiza abafundi abanezingqinamba zidinga ukuguqulwa okukhulu.

Imfundo Yamabanga Aphakeme nokuqeqesha FET

UMnyango unesikhungo eziyi-9 ze-FET kanti izimpiko zazo zingama-74 esifundazweni sonke kanti zifundisa izinhlelo eziningi ezehlukene ezibhekiswe ezidingweni zemiphakathi esibala kuzo ezohwebo, ezezimboni kanye nesimo sezomnotho wesifundazwe saKwaZulu-Natali. Kuze kube manje kubalulekile ukuxhumana phakathi kwamakolishi, izimbongi, abamabhizinisi, uMnyango Wezabasebenzi, nabama-SETA kanye noMnyango wezoMnotho wesifundazwe khonakuzoqinisekiswa ukuthi amakolishi afundisa izinhlelo eziphendula ngqo izidingo ezahlukene zaleMinyango. Kubekwe izikhungo ezindaweni zasemakhaya ezifundisa okutholkala emakolishi khona abafundibasemakhaya bengeyuhamba amabanaga amade kakhulu.

## ***Imfundo Yojahidada***

UMnyango kuyimanje wakha isu lokungenisa uhlelo lokuhlinzekwa kwebanga R khona uzohlangabezana nezinhloso nemikhawulo yonyaka wezi-2010 we-White Paper 5. Leli su lizokwesekwa ezinqubomgomweni nasekuyalelweni yi-White Paper 5 edinga ukuthi ngonyaka wezi-2010 bonke abafundi abangena ebangeni 1 bebe kade besebangeni R.

Lapha sibeke phambili izikole ezimpofu. Lokhu kusho ukuthi uMnyango uzoqala ngokungenisa uhlelo lwebanga R ezikoleni ezikuma-Quintile 1 no 2 ngaphambi kokudlulela kweziku-quintile 3; ubuye ubheke isidingo saleli banga; ubheke nesidingo sezemali zokufaka leli banga; ubheke nokuqashwa kothisha abazobhekan nala mabanga; ubheke nezimo abazosebenza phansi kwazo; uqagule nokuzofundwa; ukunikezelwa kwezinsiza kufunda nokufundisa nezinye izinsiza; ubheke nezinqala sizinda ezibalulekile uma kuzoba nabantu bale minyaka.

Izigodi zicelwe ukuba ziqagule izikhungo ezintsha zebanga R ezikoleni zomphakathi njengoba kubhekwe ukuthi okungenani isigodi sibe nezikhungo eziyi-100 nonyaka. UMnyango awandisi izikhungo zasemiphakathini kepha uzifaka ezikoleni njengoba i-White Paper 5 ithi kufanele izikole zakhe ama-85% kuthi izikhungo zomphakathi zibe ama-15%. Njengamanje uMnyango umi esimweni esinje 75:25.

## ***Uhlelo Lwabantwana Lokunakekelwa Kwamehlo ezikoleni zamabanga aphansi***

Balinganiselwa ezi-45 000 abantwana KwaZulu-Natali abadinga izibuko zamehlo. Uhlelo oluhlenganisa imikhakha eyahlukene oluhlelwe abe-International Centre for Eye Care Education Africa (ICEE) luzohlomulisa zonke izikole zamabanga aphansi esiFundazweni ngkunikezela ngokushesha ngezibuko kubafundi abadingayo bese kwenza bakwazi ukuxhumana nezinhla ezikhona zikahulumeni uma sebethola ukunyangwa nosizo emva kokuthola izibuko. Lolu hlelo esibambisebene kulo noMnyango wezeMpilo luzogcina ngokuhlolwa amehlo kwabafundi ezikoleni eziyi-4353 zamabanga aphansi kanti lulungele ukunikezela ngezibuko zamehlo eziyi-36 000 kanye nezinsiza kubona ezinye ezingama-400 eziyokhishwa.

## ***Uhlelo lwemidlalo yezikole olungukhukhulela ngoqo***

Uhlelo lwemidlalo yezikole olungukhukhulela ngoqo luwuhlelo lwemidlalo yangaphakathi ezikoleni kanjalo naphakathi kwezikole ezahlukene olukubambisana phakathi koMnyango weMfundo nowezeMidlalo nokuNgcebeleka oluqale ngonyaka wezimali odlule oluzoqhubeka nalo nyaka wezimali wezi-2007/08. amaqoqo amasha ayisi-9 anezikole eziyi-162 zizongena kulolu hlelo. Izidingo zemidlalo eyahlukene izonikezelwa ezikoleni ezingama-321 futhi bonke abasebenza ngezinkontileka nothisha bazoqeqeshwa. Kulo nyaka wezimali kuzokwenziwa imicimbi yemidlalo engama-36

# Ukwethulwa Kwesabelozimali Somnyango

Izinhlelo ezilandelayo zibalulekile ekuthunyelweni kwemisebenzi nezinkonzo ezindaweni uMnyango ozobe ubheke kuzo ngonyaka wezimali wezi-2007/08:

## ***Uhlelo 1 – Ukuphatha : (Isabelo R1 084 282 000)***

Lolu hlelo luqukethe izimali zabaphathi abaphezulu nokuphatha konke koMnyango njengoba kuvela ngezansi:

### ***Ihhovisi likaNgqongqoshe: (isabelo R14 090 000)***

Kunokwehla okungatheni kulo nyaka wezimali uma siqhathanisa nsesabelo seminyaka edlule sezi-18 689 000. Lokhu kubangwe eminye imisebenzi eyenziwa kanye yenziwa ngenxa yokuhlelwa kabusha kwehhovisi likaNgqongqoshe.

### ***Ukuphatha Kwemfundo: (isabelo: R1 070 192 000)***

Ukuphatha kwemfundo kwakhiwe yizingxenyana ezahlukile ezifaka eye-Corporate Services, Human Resources Development (HRD), HIV & AIDS Conditional Grant kanye Education Management Information Systems (EMIS) ezibekwe obala esitatimendeni sesabelo zimali njengeziyizingo emkhakheni wemfundo. Njengoba kuchaziwe ngenhla kunemisebenzi esingayifakile esabelweni salo nyaka ngoba yayikade yenziwa kanye nje kwesangonyaka odlule eyayizobhekana nokuhlelwa kabusha koMnyango kanti manje sekuyaphothulwa. Kulesi sabelozimali siyafisa ukuthi siveze obala esikwabile:

- isandulela ngculazi nengculazi ozosebenza ekunikezeleni ngokwazi olubalulekile ekulweni nalolu bhuhane,
- izimali zokuqeqesha izisebenzi zoMnyango (HRD)
- nabe-EMIS ezibekelwe ukwenziwa ngcono ukuqoqwa, ukugcinwa nkuhlaziywa kolwazi okufaka ulwazi lwezinqanaba zonke zokwenzek eMnyangweni.

## ***Uhlelo 2 – Izikole Zomphakathi Ezejwayelekile: (Isabelo R16 078 596 000)***

Isamba esikhulukazi sesabelozimali soMnyango sibhekana nokuhlinzekwa kwezinsizakalo zokufunda ezikoleni zethu ezejwayelekile zomphakathi. Okulandelayo yizingxenyana zalokhu:

### ***Izikole Ezijwayelekile zomphakathi : (isabelo R15 582 029 000)***

Lesi sabelo sihlanganisa okubekelwe izikole zamabanga aphansi kanye nezamabanga aphakeme ezejwayelekile. Isamba esikhulu ngesamaholo othisha, 84% okusele kube okubhekele izinsizakufunda nokufundisa (Norms & Standards) 11% kanye nokuthuthukiswa kwezinqalasisinda kube yisi-5%.

Ukufinyelela emfundweni eyisisekelo kuyilungelo elingokomthethosisekelo. Kodwa kwabaningi abafundi ikakhulu ezabelweni zaKwaZulu-Natali ukufinyeleleka kwemfundo kuvinjwa amabanga amade okufanele ahanjwe abafundi beya ezikoleni.

Ukuze sizohlinzeka abafundi ngezinto zokuhamba KwaZulu Natali kuyodinga sihlinzeke izigidi ezingama-R900 okuyimali esingenayo esabelweni sethu. Sinezigidi eziyi-R10 kuphela esibhekana ngazo nezimo eziphuthumayo kuphela kulokhu kanti lolu daba luyisilonda ezinhliziyweni zethu sonke kanye nakulabo esibambisene nabo emfundweni ikakhulu abafundi nabazali.

Sisebenze futhi ngokubambisana noMnyango wezokuThutha ekuthuthukiseni izindlela okuhama ngazo abafundi

khona zizoba eziphephile ngokufakela amabhuloho kanye nokwakha imigwaqo ezindaweni zasemakhaya.

### ***Uphiko Iwama-Professional Services: (isabelo R79 331 000)***

Ekulandeleni imiklamo yomkhakha weMfundo sihlanganise izabelo ebezivame ukwahlukaniswa. Esophiko lwezokwaluleka kanye nesophiko lwezokuhlela. Ukunyuselwa kulokhu kube nje ama-4%. Ngumkhakha lo ozokhula ngokubonakalayo ngokuzayo khona sizobhekana nesimo sokushoda kwabeluleki bezifundo.

Uphiko lokuthuthukiswa nokuphathwa kwabasebenzi (HRD: (isabelo: R126 780 000)

Isabelo sihlanganisa okubekelwe abokuthuthukiswa kwamakhono nezikhungo zemfundo.

### ***Ezemidlalo nezamasiko ezikoleni : (isabelo: R30 450 000)***

Lolu phiko lunikezela ngezemidlalo kanye nezamasiko nobuciko ezikoleni kanye nezindaba zentsha. Imisebenzi yalo iyaphazamiseka kakhulu ngenxa yokunganikwa izimali ezenele. Kufanele singalibali ukuthi uMnyango wezobuciko namaSiko kanye nowezemidlalo nokuNgcebeleka yakhiwa isuka koweMfundo nezimali zalolu phiko zaya lapho. Kwathi-ke uma lolu phiko lubuyiswa alwabuya nesabelo salo. Kwadingeka ukuthi sizame ukulwabela ezimalini zeMfundo ezingenele njengoba namanje zingenele nakuba sikwazi ukuzikhulisa kancane kancane.

### ***Uhlelo Lukazwelonke Lokunikezela Ngokudla Ezikoleni: (Isabelo: R260 006 000)***

Isabelo zimali sokuphakelwa kokudla ezikoleni kuyakhula ngokohlelo ngesi-8,62% kulo nyaka wezimali. Siyethemba ukuthi ekugcineni siyokwazi ukubhekela zonke abahlwempu izikole.

### ***Uhlelo 3 – Isabelo Sezikole Ezizimele: (Isabelo:R48 702 000)***

Lesi sabelo salolu hlelo senyuke ngesi-5% kulo nyaka okuyinto eyejwayelekile.

### ***Uhlelo 4 – Isabelo Sezikole Zabakhubazekile: (Isabelo: R359 296 000)***

Isabelo zimali sezikole ezibhekana nezidingo ezihlukile senyuke ngama-21% ukuze kuzobhekana nokuntuleka kwalezi zikole esiFundazweni. Izinqalasisinda ziyahlelelwa ukuze kuzokwakhiwa lezi zikole. Ukuhlela nokuqoshwa kokwakhiwa kabusha kwezikole eziyisi-9 kanye nokuguqulwa kwezikole ezimbili ukuba zibe yizikole ezihlinzeka ngokugcwele sekusezingeni eliphambili kakhulu okusho ukuthi ukwakha kuzoqala maduze nje. Ukuhlela ukwakhiwa kwezikole zabakhubazekile ezintathu ezintsha ngonyaka wezimali wezi-2007/08 sekuqaliwe: Intuthuko eKwaHlabisa, Ukukhanya KoMsinga eMsinga kanye neThembimfundo eShowe zizoqedelwa ngonyaka wezimali wezi-2008/09.

### ***Uhlelo 5 – Imfundo Yamabanga Aphakeme Nokuqeqesha (Isabelo: R401 275 000)***

Lesi sabelo simbandakanya imali ehlelelwe ukuhlela kabusha kwamakolishi eyizi-R115 453 000. Ukwabiwa kwezimali okwengeziwe kuyafuneka khona kuzokwenziwa ubulungiswa esidingweni sokuqeqeshwa ngokwamakhono esifundazweni

## ***Uhlelo 6 – Imfundo Yabadala Eyisekelo Nokuqeqesha: (Isabelo: R106 968 000)***

Isabelo salolu hlelo asiwufaki umkhankaso kaMasifundisane ngoba sona sehliselwe ohlweni lwesi-8 ngokuhambisana nezidingo zomkhakha weMfundo. Uma sikhhipha uMasifundisane nesabelosakhe emfundweni yabadala isabelo sikhule ngezi-R37 038 000.

## ***Uhlelo 7 – Imfundo Yojahidada: (Isabelo: R167 697 000)***

Lolu hlelo lunezinhlledlwana ezimbili: Ibanga R ezikhungweni zomphakathi kanye nebanga R ezikoleni zomphakathi. Sizokwengeza amagumbi okufundela axhaswe ngokugcwele ayi-1655 ebanga R ezikoleni zamabanga aphansi. Okunye okwenziwe ngcono ukuthi wonke amagumbi ebanga R azothola izinsiza zenani le-R1500. Amaholo abafundisa leli banga azokwenyuka esuka e-R1500 eya e-R1750 ngenyanga kulo nyaka wezi-2007/08.

## ***Uhlelo 8 – Imisebenzi Yokwengezelela : (Isabelo: R330 005 000)***

Lolu hlelo lunezinhlledlwana ezintathu: Ezokuhlola- R215 237 000, Ezokukhokhelwa kwemisebenzi ye-SETA- R14 768 000 kanye noMasifundisane- R100 000 000.

# Isiphetho

Wonke umuntu okule Ndlu uzongivumela uma ngithi umsebenzi osezandleni zethu mkhulu kakhulu kepha impokophelo yokuqinisekisa ukusebenza kwezinga eliphezulu okunobuchule nobuqotho futhi siyobelesele okukamashaya ndawonye.

Siyazibophezela ekusebenzeni ngokukhulisa ulwazi lokwenza namndla okwenza koMnyango ukuze sizobhekana ngokwanelisayo nezidingo zemiphakathi esiyisebenzelayo eyahlukene eziguquguqukayo.

Ngifisa ukuthi kuleli thuba ngizwakalise ukubonga nginconoze kuwo wonke amalungu oMnyango weMfundo ngeminikelo yawo emikhulukazi ayenzile ngokuzinikela kwawo okungenamikhawulo nakugodla ekuguquleni isimi semfundo kulesi siFundaze. Mangibonge kakhulu ngenhliziyo yami yonke kuMhlonishwa uNdunankulu wesiFundazwe sakithi KwaZulu-Natali uCmde Sbu Ndebele; uMkhandlu Olawulayo, ikomidi leMfundo le-Portfolio namanye amakomidi isiShayamthetho sesiFundazwe ngokuseseka ngokomsebenzi ngokugcwele "Ekwenzeni iKwaZulu-Natali ifunde".

Ekuphetheni kwami ngithanda ukuqagula ngithi lesi sabelo zimali sizosivumela ukuthi sifinyelele emazingeni entuthuko esiyokwazi ukuwagcina eqhubeka. Sidinga ukufinyelela emiphumeleni yokufunda enohlonze senzele abafundi bethu, sifinyelele esimweni sokusebenzela esiyiso esivuna ukufunisa okunohlonze nothisha bethu nezinhlaka zikubeseka ezihambisananezidingo zabo eziyokwakha isisekelo sohlelo lwemfundo oluyilo. Inde futhi imazombe indlela esibhekene nayo phambi kwethu, ithi imazombe ibe yenyukela kepha kulesi siFundazwe SILUNGELE UKUGABAVULA ngosizo nokwesekwa yini Malungu Ahloniphekile.

Mhlonishwa Somlomo, ngivumele ngethule lesi Sabelozimali kule Ndlu.

***Ngiyabonga! Baie dankie! Enkosi! I Thank you!***