



## education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL



# 2019/20 BUDGET SPEECH

.. LEADING SOCIAL COMPACT AND ECONOMIC EMANCIPATION THROUGH A REVOLUTIONARY EDUCATION FOR ALL



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**Department of education KwaZulu-Natal**

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**BUDGET POLICY STATEMENT  
2019/2020**

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Members of the Executive Council  
Honourable Members of the Legislature  
Mayors, Councillors and Amakhosi  
Head of Department of Education, Dr E. V Nzama  
Senior Management of the various Departments  
Our Social Partners  
Labour Movement  
Members of the Media  
Distinguished Guests  
Learners and Educators from various schools  
Ladies and Gentlemen

# 1. INTRODUCTION

We rise to present to this august house the 2019/20 budget for the Department of Education in KwaZulu-Natal. This is a budget which should help us to make our modest contribution to the people's revolution which, if I were Fidel Castro, I would say is the revolution of the humble, by humble and for the humble.

The African National Congress, at whose behest we serve, has determined the kind of society we should selflessly strive for – the National Democratic Society that is non-racial, non-sexist, democratic, united and prosperous. This is the society which is based on "...the best in human civilization in terms of political and human freedoms, socio-economic rights, value systems and identity..." [ANC Strategy and Tactics, 2017].

Our conception of civilization is diametrically opposed to that imposed on us by our colonizers and oppressors which sought to cajole us into despising ourselves as indigenous of this beautiful land.

For us it is the civilization which was best articulated by Dr Pixley Ka Isaka Seme in his seminal speech titled "The Regeneration of Africa" where he said:

- "...The brighter day is rising upon Africa. Already I seem to see her chains dissolved; Her desert plains red with harvest...";
- "...Her Abyssinia and her Zululand the seats of science and religion, reflecting the glory of the rising sun from the spires of their churches and universities; Her Congo and her Gambia whitened with commerce; "Her crowded cities sending forth the hum of business...";
- "...And all her sons employed in advancing the victories of peace – greater and more abiding than the spoils of war..."
- "...Yes, the regeneration of Africa belongs to this new and powerful period...!"

In many occasions we have and will continue to assert that this society based on the best in human civilization will remain elusive if our population is illiterate. Put differently the foundation of this society should be a literate population empowered to take full advantage of its potential. If we all agree with this proposition, which we should, we must therefore place necessary value to basic education as a foundation for a developing nation.

We also deliver this budget speech just a day before the world commemorates the life and times of the founding President of the Democratic South Africa, President Mandela. To us, the instructive counsel he gave the nation on the importance of education remains the illuminating light in our quest to bring about quality education for all.

It is President Mandela who reminded the nation that:

“...Education is the great engine for personal development. It is through education that a daughter of a peasant can become a doctor; that the son of a mineworker can become the head of a mine; that a child of farmworkers can become the president of a great nation. It is what we make out of what we have, not what we are given that separates one person from another...”

The net effect of what I have said above demanded of us to deliver this budget policy statement under the theme **“Leading social compact and economic emancipation through a revolutionary education for all”**

An illiterate society can neither unite nor realize its economic fortunes. Equally without decolonizing our education, we shall never achieve the noble ideals of our revolution.

## **2. SIZE AND SHAPE OF THE SYSTEM**

Chairperson, we deem it crucial to favour this house with some peculiarities confronting our education system in KwaZulu-Natal.

Our province is largely rural, with a wide geographical spread, and high learner population including candidates that sit for grade 12 examinations. We lack the required infrastructure such as electricity, running water, proper sanitation, and lack broadband connectivity in schools. We are amongst the three poorest provinces which include Limpopo and Eastern Cape. According to Stats SA, poverty intensity is higher in KZN and Eastern Cape compared to other provinces and all these are factors to be considered when analyzing our results.

At the risk of sounding pompous, the size of this department is only second to the South African National Defence Force. However that is not reflective on the budget allocated over years.

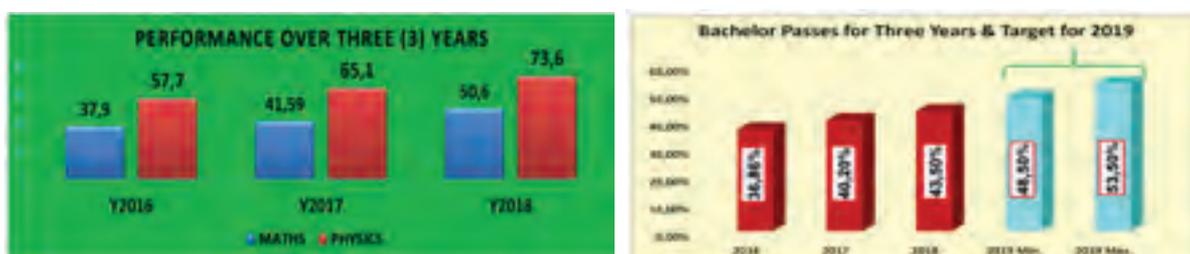
We state these facts to underscore our conviction that this department, as will be seen in the budget figures, remains disproportionately underfunded for it to realize its vision within the reasonable time.

Out of its own wisdom and analysis of our history and the necessary interventions to be made, the African National Congress has directed us that the hierarchy of disadvantaged suffered at the hands of the Apartheid Colonialism should inform our priorities and interventions.

Necessarily, we are called on to give urgent priority in uplifting the standard of education in rural and township areas where the majority people of this country were condemned. We say, obviously understanding the sluggish growth of our economy resulting in fiscus pressures, the disproportionate funding of this department will make it difficult to meet this revolutionary demand.

### 3. ACHIEVEMENTS OF THE PAST PERIOD

Chairperson, we take pride of the achievements we have registered over the past period. Chief amongst these has been the steady rise of matric results from 66.4% in 2016 to 72.9% in 2017 and 76.2% in 2018. This steady rise in matric pass rate has been accompanied by an increase in the quality of results as evinced in the bachelor passes and improvement in Maths and Science.



To maintain the continuous upward trajectory, the Department has set aside an allocation of R80 million for improved attainment of learning outcomes across all grades.

Instead of continuing with increasing the financial allocation for grade 12 interventions, we plan to get things right throughout the system by ensuring the following:

1. We will regularly assess learning in all grades, give immediate feedback to learners and make necessary interventions;
2. Enforce that each learner and teacher must be in school, on time with teaching and learning taking place at least 7 hours a day;
3. Mobilise and organize parents to take active interest and participation in the education of their children;

Chairperson, we also want to make a special plea to all Honourable Members of the Provincial Legislature to consider adopting the schools that show signs of instability, poor management and are under-performing. That will go a long way in ensuring that we succeed in getting our schools to focus on teaching and learning and to deliver timeous interventions where necessary.

Our 2018/2019 achievements in the area of special needs education include completion of upgrades and additions to Bright Future, Tongaat, Open Gate, YWCA, Ukukhanyakomsinga, Vulekani and Daniel Mzamo Special Schools.

It is also important to mention that the province had the first cohort in 2018 of learners who offered the South African Sign Language at Grade 12. They all passed without a single failure. This is a milestone towards our quest for an inclusive education system.

The year 2018/2019 was a very successful year in the implementation of infrastructure programme. We pride ourselves for the following achievements:

- Completion of 10 new schools;
- Provision of water and sanitation to 197 schools;
- Routine maintenance completed in 330 schools; and
- 51 schools supplied with electricity.

#### 4. NORMS AND STANDARDS FOR SCHOOL FUNDING

The Department has allocated an amount of R2, 1 billion for funding to schools in line with the provincial resource targeting list. From this amount, schools in Quintiles 1, 2 and 3 will receive a total share of R1, 9 billion. This signifies an increase of 115 schools in Quintiles 1, 2 and 3 to 5072 compared to 4 957 schools in the 2018/2019 financial year.

These schools will continue to receive a per learner allocation of R955. Schools in Quintiles 4 and 5 will also continue receive a per learner allocation of R522 and R179, respectively. The increase in the number of schools in quintiles 1, 2 and 3 represents another milestone in the government's pro-poor policies.

Given the disproportionate underfunding we have spoken about, the department is failing to meet the national threshold of per learner allocation. A table is provided in this speech for comparison.

Quintiles	Schools	Learners	Provincia I Allocation	National Allocation	Allocation	Nat Allocation	Variance
1	2 041	558 937	955	1 394	R 534 775 246	R 779 158 178	R 244 382 932
2	1 736	663 355	955	1 394	R 633 951 596	R 924 716 870	R 290 765 274
3	1 295	803 647	955	1 394	R 767 592 629	R 1 120 283 918	R 352 691 289
4	380	278 224	522	699	R 148 543 207	R 194 478 576	R 45 935 369
5	370	264 927	179	241	R 48 917 012	R 63 847 407	R 14 930 395
<b>TOTAL</b>	<b>5 822</b>	<b>2 569 090</b>			<b>R 2 133 779 690</b>	<b>R 3 082 484 949</b>	<b>R 948 705 259</b>

For the department to meet this threshold in needs an additional funding of R948 million.

## 5. ON SCHOOL SAFETY

Our schools continue to be soft targets for criminal activities plaguing our communities. We hold a firm view that what we see happening in school premises is nothing but a reflection of how troubled and violent our communities have become. This state of affairs makes it extremely difficult to deploy effective mechanisms to protect and secure our schools.

Many have called for deployment of security guards at the gate of each school. Without being negative towards this proposal, it is abundantly clear that it cannot be a panacea of the safety challenges facing our schools. As a way of example, Mr Nyawose, (may his soul rest in peace), was gunned down at Masuku Primary School with the security guard at the gate. Hardly two weeks later, two security guards at Folweni Secondary School came under fire with criminals subsequently gaining access to the school and stole the equipment. It was in this incident that Mr Mkhize lost his life.

As part of the drive to secure schools, the Provincial Executive Council has approved a multi-pronged Schools Safety Strategy which is anchored on the following:

- Deployment of Community Based Volunteers to all our schools. These are volunteers that have and will be trained by the Department of Safety and Community Liaison. They are trained in combating various forms of crime in our communities;
- Properly fencing all our schools so that there is clear entrance and exit points and all outsiders coming into schools should be properly registered;
- Establishment of Safety School Committees to be composed of various organs of society; and
- Working with the police to ensure regularly patrol and visibility around schools and to ensure timeous response.

We will continue to workshop and consult on this strategy with all stakeholders in the education sector as well as various organs of society.

Chairperson, we want to re-iterate our call for communities to take charge of safety in our schools. This includes fighting against the brazen destruction of school property, as we have seen at Mnyezaneni High School in Mpofana, Dundee Secondary School and others in different parts of the province. Whilst we plead with communities to work with the Department, we equally want to send a stern warning that we will not rebuild schools that are deliberately vandalized by communities until the perpetrators are arrested. People need to take full responsibility of their actions and communities must learn not to protect criminals.

## 6. MEETING THE DEMANDS OF THE 4TH INDUSTRIAL REVOLUTION

Chairperson, nations throughout the world are undergoing transformation brought about by the **4th Industrial Revolution (4IR)**, Technological convergence in content, computer and communication have brought to bear a need to reconfigure educational learning spaces, teaching methods and approaches. To successfully adjust to this change and harness the opportunities that 4IR brings requires that the Department formulate new strategies.

This includes more investment in human capital and ICT infrastructure. On the other side, the Department will urgently act to prepare learners to take advantage of new business and job opportunities which never existed before the advent of 4IR.

In addition, it is for this reason that in his State of the Province Address, the Premier also directed that we move with speed to re-orientate the education system and lay the foundation for inclusion in the 4th Industrial Revolution.

To cope with the demands of this period, the Department has introduced 12 new subjects on specialized fields relating to Civil Technology, Electrical Technology, Mechanical Technology, Technical Mathematics and Technical Sciences.

At the beginning of next year, the Department will introduce Coding and Robotics to primary schools as part of developing learners at an early age so that they also are able to compete with their international peers.

Amongst the steps that the Department will embark on, is the following:

- Review of KZN DoE ICT Strategy
- Implementation of learner based mobileApp to access curriculum resources wherever learners are.
- Increase the provision of school-based ICT resources
- Promote e-learning initiatives in schools.
- A pilot project for an online e-administration system to improve efficiencies in the areas of human resource management, finance and planning.
- Introduction of online registration.

To achieve synergy across the system and working with the Department of High Education, Science and Technology, we will engage the Tertiary Institutions in the province to also offer in their curriculum subjects such as Coding, Robotics and others that are in line with the demands of the 4IR. During this financial year, we will also convene a colloquium with international experts to discuss about industries of the future so that products of our schooling systems are relevant for the future.



Figure 1 Learners in UThukela District experiencing interactive computers for the first time

## 7. ON FOCUS SCHOOLS

Using education, we need to take full advantage of our natural endowments as the province of KwaZulu-Natal. Our province is very rich in agriculture, yet this sector remains untransformed and registering a decline in the contribution to the GDP. We will move ahead with the building of an **Agricultural School** this financial year within uMgungundlovu District.

This school will focus on producing learners who will have expertise and requisite skills to own, manage and control the agricultural economy in line with the imperatives of Radical Economic Transformation.

The school will on amongst others prepare learners to pursue future higher education studies in scarce skills such as in Agricultural economics; Bio-resource Engineering; Food Science technology; Veterinary Science; Pasture Science and Soil Science.

We will also move ahead with the establishment of a **Maritime School** to take full advantage of the virgin ocean economy. With the longest coastline in the country, the busiest and deepest ports in Africa, our people will never forgive us if we don't empower them to have meaningful participation in this profitable sector of the economy.

People with disability remains the most vulnerable in society. Our attitude remains that, "...their protection and continuous advancement is not a matter of charity or social welfare, but is based on the recognition of the right of each individual to dignity and development and of the contribution that each can make to the collective good..." [ANC Strategy and Tactics]

The establishment of the specialized **Autism School** will serve the purpose of advancement and development of learners with Autism so that they also are part of our developing nation without being relegated to charity cases.

We have allocated **R32 million** through a Conditional Grant to take care of Learners with Severe to Profound Intellectual Disabilities. This is part of our commitment to eradication of illiteracy among all children irrespective of their circumstances. As the Department we value and appreciate the contributions made by organizations and associations for people living with disabilities. The significance of their contributions cannot be over-emphasized.

We wish to confirm that the Department is addressing a pressing need for appropriate learning and teaching support material which includes Braille material and assistive devices.

## 8. TEACHER PROVISIONING, SUPPORT AND DEVELOPMENT

Chairperson, Professor W. E. B. Du Bois, an American prolific writer, in his seminal writing titled “**The Talented Tenth**” makes a telling observation that “...to attempt to establish any sort of a system of common and industrial school training without first providing for the higher training of the very best teachers, is simply throwing your money to the winds...”

He proceeds to say “...The Negro race, like all races, is going to be saved by its exceptional men. The problem of education amongst Negro is the problem of developing the best of this race that they may guide the mass away from the contamination and death of the worst, in their own and other races...”

The instruction from Professor W. E. B. Du Bois is that we should equally pay sufficient attention to the development of teachers in we are to optimize the functioning of the whole education system. In addition to providing necessary tools for teaching, we have decided to make La Mercy MST Academy a Training Academy. In this **R248 million** state of the art facility, which is equipped with modern cutting edge technology equipment, we should be able to train men and women of exceptional standing who will serve all races, particularly the African race, and guide it away from the contamination and death of the worst.

The Academy is earmarked to become a hub of ICT initiatives, to assist in teacher training, host second chance programme for learners in MST related subjects. The department also intends to run Academic Intervention Programmes such as winter classes. We are looking forward to the official opening of this Academy before the end of this year.

## 9. DEVELOPMENT OF STRONG LEADERSHIP AND MANAGEMENT

The Department will roll out a programme to train principals on the policy on South African Standards which defines the role of school principals and the key aspects of professionalism, image and competencies required for principalship.

The Department will also continue with the National Education Collaboration Trust (NECT) led programme targeting 4000 principals, deputy principals and departmental heads in the following areas:

- Team building;
- Curriculum tracking and supervision; and
- School planning and curriculum management

## 10. TRANSFORMATION OF THE SCHOOLING SYSTEM

Arising from the migration of people from rural areas to township and urban areas, some schools have become non-viable. At the end of 2018, 950 schools were declared non-viable. Non-viable schools are not only costly but they also affect the quality of teaching and learning.

Because of the low enrolment in these non-viable schools, teachers get moved to certain schools leaving others having to contend with multi-grading where a teacher will teach a number of grades including subjects not qualified to teach. As a consequence, a teacher is not only strained but is unable to focus on motivating the performance of learners.

The position of the department is to close down such schools and move learners to viable schools. Moving learners to other schools will require scholar transport or hostel facilities. The pace of rolling out this programme depends on the availability of funds, which the department will have to source through reprioritization from the allocated baseline.



Figure 2 Transforming schools in the rural area like Mandla Mthethwa

## 11. CREATING AN ENABLING ENVIRONMENT FOR LEARNING

Honorable Members, it is public knowledge that KwaZulu-Natal has consistently been on an upward trajectory when it comes to the results. To this end, we have ensured that we continue improving all the programmes that are aimed at creating an enabling environment for our learners to continue to produce results that will take this province to another level. Amongst those programmes are the following:

### 1. National School Nutrition Programme (NSNP)

The National School Nutrition Programme was introduced as one of a series of redistributive programmes to alleviate poverty. The programme targets schools in the poorest communities and benefits multitudes of learners by improving learner attendance and participation in class, reducing learner absenteeism rate and providing support to learners from child-headed households and contributing to the overall improvement of learner attainment.

In 2019/20 the NSNP will be given a budget of **R1, 6 billion** to provide nutritious meals to just over **2 million** learners in quintiles 1 – 3 Primary and Secondary schools; **14 841** learners in identified Special Schools as well as **199 553** needy learners in targeted quintile 4 and 5 schools. Thus making an overall total of 2 259 956 learners in 5 258 schools, which accounts for 89% of schools provincially and 26% of schools countrywide for 197 days; an increase of 8 days more than 189 feeding days in 2018/19.

Contributing to job creation, the programme employs **1 527** Chief Food Handlers in selected participating schools through Expanded Public Works Programme (EPWP) Incentive Grant to supervise daily implementation of the programme and **14 521** Volunteer Food Handlers who prepare meals for the learners.



Figure 3 School Nutrition Program throughout the province of KwaZulu-Natal

The Department is working closely with sister Departments to implement Radical Agrarian Socio-Economic Transformation (RASET) in contribution to economic transformation. The Department confirms that there were challenges with the supply and delivery of amasi, vegetables/fruit in six (6) education districts where RASET was rolled out but these challenges are being mitigated.

## **2. Learner Transport**

KwaZulu-Natal has the largest number of rural schools and the largest number of learners. It is for this reason that we have deemed it fit to assist some of our learners with transport to schools. Whilst a number of learners that travel unimaginable kilometers to school continue to benefit from this programme, many are still finding it hard to be accommodated due to financial constraints. The number of beneficiaries has increased from 55 067 in 2018 to 58 816 in 2019.

In the 2018/19 financial year, the Department was allocated R206 million for learner transport. However, to be able to meet all its financial obligations in terms of the contracts for that financial year, the Department received a once off further R125 million from Treasury, which increased the overall budget to R331 Million for the financial year.

These financial obligations only related to the 58 816 learners already benefiting from the programme. It did not include the 42 000 audited and confirmed qualifying learners across the province. The major concern is that the Department has not received any commitment on the side of Treasury for the outer years, which means that the Department will experience a shortfall of around R125 million this financial year.

## **3. LEARNING AND TEACHING SUPPORT MATERIAL**

We continue to ensure that every learner receives basic requirements for effective teaching and learning on the first day of the school year. We have therefore prioritize delivery of 2020 learning and teaching support material (LTSM) such as textbooks, stationery and classroom furniture. For this purpose we have set aside R1.3 billion.

In line with our intent to introduce e-learning, we will be piloting the provision of e-books in the selected schools this financial year.

## **4. Sanitary Towels Dignity Programme**

Chairperson, one of the three antagonistic contradictions we inherited from Apartheid Colonialism is the patriarchal relations of power expressed in the triple oppression of women on the basis of their colour, class and gender. Notwithstanding the progress made in asserting the role of women in positions of leadership and authority, more still needs to be done to ensure total liberation of women.

It is our contention that this much needed liberation of women will not be possible without educating a girl child. It is through empowerment that comes with education that a girl child can extricate herself from the clutches of patriarchy and gender chauvinism.

Because of nature, those girls from poor families who cannot afford run a risk of missing a set of schools days every month when they are in their time of the month. Without any assistance, these young girls will lose education and their lives condemned into patriarchy and abuse at the hands of those who have means.

In an unprecedented move, KwaZulu-Natal Department of Education became the very first department to supply needy learners with sanitary towels which was aimed at ensuring that those learners are able to be at school even during their menstrual cycle.

Following a successful distribution of sanitary towels to all the quintile 1 to 3 schools mainly from previously disadvantaged communities in Kwazulu-Natal, the programme has since been adopted by the national government through the Department of Women in the Presidency. During the implementation of the programme at national level, KwaZulu-Natal played a central role as it was used as a point of reference.

I am happy to report to this House that early this year, deliveries were made to schools that had indicated the need to receive sanitary towels. As we speak, we are again collecting statistics from schools that are placing their orders for another supply of sanitary towels. Right now, the programmes benefits approximately 956 000 girl learners.

We thank the Department of Women for given us a grant of R27 Million for the production and supply of sanitary towels to all the qualifying and deserving schools.

## **12. INFRASTRUCTURE PROGRAMME**

We will continue with the eradication of asbestos roofing in 455 schools, eradication of pit latrines in 1 377 schools and repairs to storm damaged schools. Our teachers and learners deserves schools that are not a safety hazard and with dignity.

Where new ordinary schools will be built, it will be after thorough needs assessment and verification of an absolute demand. All the new schools that will be built will have smart-school facilities in line with our drive towards e-learning.

The construction of the following new schools will be completed in this financial year:

1. Umtantengwayo Secondary School - Pinetown District
2. Ulovu Secondary School – Umlazi District
3. Siphumelele High School – King Cetswayo District
4. New Mahlabeni LP School – Umkhanyakude District
5. Bhevu Primary School – Uthukela District
6. Hlolinyoka Primary School – Zululand District
7. Cosmo Primary School – UMgungundlovu District
8. Bloemfontein Primary School – Harry Gwala District



Figure 4 La Mercy Maths and Science Academy to be opened soon

In spite of very limited infrastructure budget for 2019/2020, we have allocated R2, 5 billion for the infrastructure programme. We must register our concern that while we continue to see a decline in infrastructure dedicated budget, there continues to be a rise in the cases of vandalism, theft of and damage to our school infrastructure. It should be noted that the Department will find it very difficult to allocate any budget towards repairs as a result of deliberate damage to school infrastructure. As we stated above, we call upon all communities to value and protect their schools from criminal elements.

### 13. EARLY CHILD DEVELOPMENT (ECD)

In the near future, ECD (0 – 4 year old) will be transferred from the Department of Social Development (DSD) to our Department (**DoE**). Currently, the Department is participating in the Inter-ministerial task team set by the Minister of Basic Education. Depending on clear definition of policy by the National Department, the timelines are indicating that this programme will fully materialise in the year 2030. As of now, the province is focussing on making provisions for the training of **Practitioners** in order for them to acquire the relevant qualification in preparation for the takeover.



Figure 5 Grade R learners in UMgungundlovu District

## 14. FILLING OF CRITICAL VACANT POSTS

### a). School-based posts

Immediate filling of school-based educator posts remains our priority. No classroom should be without a teacher even for a single day. Post level 1 posts get filled immediate as and when they become vacant. We have streamlined our processes to eliminate any possible delays in the appointment of teachers. At this point, I want to give an assurance that as the Department we no longer give priority to new teachers who studied through Fundza Lushaka bursaries. We give equal employment opportunities to all newly qualified teachers.

School-based promotional posts get advertised every year to ensure stability in schools. Full complement of School Management Team (SMT) in every school increases chances of stability which is a requirement for effective teaching and learning.

Furthermore, we are currently working on processes towards advertisement of posts for administration clerks and security guards in schools. We understand the challenges that schools face as a result of non-appointment of these critical support staff.

### b). Office-based critical posts

In 2018 the Department was granted permission to advertise and fill 372 critical vacant posts after a number of years of struggle. The Department is in the process of filling these posts. The bulk of the posts that have been filled are district-based and include management posts in Finance, Human Resources and Circuit Management.

In addition to these posts, the Department is in the process of advertising posts for Mathematics and Science Subject Advisors. We are fully aware that all subjects are equally important and that all vacant subject advisors posts should be filled as a matter of urgency.

## 15. CO-CURRICULAR ACTIVITIES - WITH EMPHASIS ON SCHOOL SPORTS

Madam Speaker, even though Bafana Bafana could not proceed to the 2019 semi-finals of the African Cup of Nations (AFCON), their display of brilliance, which confounded the host nation Egypt, is a clear indication of the potential that we have as a nation.

However, there can be no better reason for us to intensify our school sports programme than the overall performance of our national teams at an international stage in recent competitions. The lacklustre performance and failure to go very far in recent tournaments as displayed by the Proteas, Banyana Banyana and Bafana Bafana, is symptomatic of the general problem that we have at the development phase of our sports which ordinarily happens at school going age. **WE NEED TO GO BACK TO BASICS!!!**

As South Africa we are known worldwide and we are revered as being a nation that always punches above its weight, we cannot allow sports to be our only albatross in our otherwise good reputation of being a very competent nation.

The department, together with the Department of Arts, Culture Sports and Recreation, are going to ensure that we give meaning to the revised Memorandum of Agreement (MOA) that we signed in 2017. In this MOA, we undertook to deliver a sustainable integrated plan to provide school-children with opportunities to take part in physical education and organized sport through the creation of an accessible and implementable school sports support system.

We are driven by the conviction that a healthy mind resides in a healthy body!



Figure 6 MEC Kwazi Mshengu with participants from various provinces during the 2019 winter games



Figure 7 Participants representing KZN in the 2019 SASCE

## 16. EARLY READING INITIATIVES

Learning to read is foundational to all subsequent learning; yet the majority of South African children are being left behind in this regard. Early Grade Reading Studies aim to realise the Department of Basic Education's vision and mission as entailed in the Sector Action Plan.

Goal 1 of the plan speaks to an increase in the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies relevant to their grade. While Goal 16 focusses on improving the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.

The implementation of this is done through an oral assessment which is used to monitor and track each individual learner's level of proficiency with regards to: letter sound, word recognition, passage reading and comprehension.

Currently a total of 1514 primary schools are implementing the Early Grade Reading Assessment in the English First Additional Language (EFAL) as part of Primary School Reading Improvement Programme (PSRIP) in grades 1-3. The EGRA implementation is to be expanded in 2020 to include 1000 more primary schools in the province.

To promote reading with understanding, the Department has allocated **R10 million** towards resourcing libraries

## 17. 2019/20 BUDGET ALLOCATION

The allocated budget for the department in the current financial year is R 54 billion.

Programmes	Medium-term estimates (R thousand)
1. Administration	1 852 867
2. Public Ordinary School Education	45 311 690
3. Independent School Subsidies	96 125
4. Public Special School Education	1 267 272
5. Early Childhood Development	1 329 386
6. Infrastructure Development	2 546 372
7. Examination And Education Related Services	1 617 803
<b>Total</b>	<b>54 021 515</b>

## 18. CONCLUSION

Chairperson, throughout this speech we have made our cry for additional funding in order for us to deliver optimally. However, because we are in a revolution we need to do with what we have. We remain inspired by El Comandante Fidel Castro when he gave an account on how the Cuban Revolution started.

He said "I began the revolution with 82 men. If I had to do it again, I will do it with 10 or 15 men and with absolute faith. It does not matter how small you are as long as you have faith and plan of action"

Notwithstanding the budget shortfall, we are driven by absolute faith and a plan of action and therefore poised to succeed.

I want to thank the people's movement, the African National Congress for showing trust in young people and allowing them space to contribute as active architects of their future. I stand here of behalf of my generation of young people.

To the Premier of KwaZulu-Natal, Hon. Sihle Zikalala; I wish to say thank you Khuzeni for the guidance that we continuously receive from you.

To the Education Portfolio Committee, we have had our first fruitful interaction and your support does not go unnoticed.

To the leadership of the ANC Youth League, I remain indebted to your unwavering support. I am because you are and since you are, therefore I am. To the Head of Department, Dr Nzama and the entire education staff thank you for the support you give on daily basis.

To the Unions, Teachers, SGBs and all other sectors in the education sector we are in this together and should always respect the binding thread which binds all of us – that is to make the education better in the province. I thank you for support you have given me since my appointment.

Lastly, I want to thank my family in particular my wife uMaKoma for being a pillar of strength. I could not withstand the pressure and difficulties that comes with work without you.

We are the servants of the people and we shall be intolerant to anything that troubles our people

I thank you.



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