

2014/2015 BUDGET POLICY SPEECH BY MEC FOR EDUCATION MS N P

NKONYENI, MPL

AT THE KZN LEGISLATURE ON TUESDAY, 12 AUGUST 2014

Chairperson

Honourable Premier – Mr E.S. Mchunu

Honourable Members of the Legislature

Colleagues in the Executive

Head of the Department of Education, Dr Nkosinathi Sishi

Senior Management of the Department of Education

Business leadership

Labour Movement

Social Partners

Distinguished guests

Fellow citizens

Ladies and Gentlemen

1. INTRODUCTION

Chairperson, the Department of Education welcomes the allocated budget of R39, 446 billion for the 2014/15 financial year. The budget is in essence inadequate to address the historical backlogs of the period prior to 1994, although it would be able to fund education in its current form.

Our budget has grown considerably from R26, 119 billion in 2009/10, to where we are today. Our analysis of the financial situation though indicates that needs grow faster than the historical growth of the budget. Both the Education and Finance portfolio Committees concede that real educational needs far outweigh the budgetary inputs.

Chairperson, in his 2009 State of the Nation Address, His Excellency President J.G Zuma aptly declared that: “Education is a societal matter”. In 2014, the President further outlined his vision of a ‘radical socio-economic transformation’ premised on the notion that quality education is critical to drive South Africa forward.

The President of the Republic of South Africa champions universal access to quality education in line with the erstwhile and late President Nelson Mandela’s assertion that; “A good head and good heart are always a formidable combination.

But when you add to that a literate tongue or pen, then you have something very special.” Hence the radical programmes advanced by the Department of Education to ensure the fundamental transformation of the schooling system in the KwaZulu-Natal province is embarked upon.

Chairperson, I am deeply humbled to present the Budget Speech after the State of the Province Address by the Honourable Premier, Mr Edward Senzo Mchunu which emphasised education as “fundamental to the aspirations of the province”. The Premier stated that the goal of our education system must be to give every child an opportunity to develop knowledge, skills, attitudes and values to make a positive contribution to society.

Chairperson, the Premier of the Province was emphatic on the centrality of Education, a notion which I abide with. In this regard this budget speech considers that education will be central in the developmental programmes of the country and the province as reflected in both the National Development Plan and the Provincial Growth and Development Plan. Simply put, the Department of Education has to succeed for our government and communities to prosper.

If the Department of Education in the KwaZulu-Natal province achieves its fundamental goals and objectives for quality education, human rights and democracy as well as sustainable development, the whole province and country will flourish, which is all the more reason why every responsible citizen and patriot must contribute to improve the potential of the Department of Education to change the life chances of all our learners for the better. All our children and all teachers in the schooling system matter, therefore radical educational transformation will be the most outstanding characteristic of our programmes in the next five years of the administrative term, starting in the centre-piece of education, the classroom, where teachers not only deliver content but also interpret policy.

Chairperson, I am privileged to present the education budget during the Women's Month and wish to state that we have made serious strides in the emancipation of women over the past 20 years. However it is saddening that we enter the women's month internationally and locally in the backdrop of a series of atrocities committed against women and children.

The incidents reported locally included amongst others:

- The mutilated body of a boy child, Lungisani Ntuli, found at a Church in Ncotshane.
- Mongezi Phike was abducted during a family car hijack in Bronkhorstspuit. Fortunately, he lives to tell the tale.
- Taegrin Morris from Reiger Park in East Rand lost his life after being dragged on the side of the family car hijacked by criminals.
- Last Friday a three-year old boy Luke Tibbetts died after he was shot in the head in Westbury.

In respect of the above, the Department of Education in the province recommits itself to the provincial goals underpinning the Behavioural Change Programme to eradicate all social ills that seek to undermine the spoils of our hard earned freedoms.

2. RADICAL TRANSFORMATION

The ANC Manifesto states that in the next five years the ANC will make early childhood development a top priority. In this regard, our Action Plan to 2019 – Towards Schooling 2025 speaks to the need to improve access to quality Early Childhood Development (ECD) programmes for learners between 0-9 years.

The ANC Manifesto further argues for the improvement of quality teaching and learning and eradication of illiteracy in the schooling system. These priorities have fundamentally informed our radical programme for educational transformation.

3. NATIONAL DEVELOPMENT PLAN

The NDP recognizes that the quality of education for most children is poor and commits that by 2030 South Africa achieves:

- High-quality, universal early childhood education;
- Quality school education, with globally competitive literacy and Numeracy standards;
- Further and higher education and training that enables people to fulfil their potential;
- An expanding higher-education sector that can contribute to rising incomes, and
- higher productivity and the shift to a more knowledge-intensive economy

It concedes that our country, and ultimately our province, is beset with triple ills of poverty, inequality and unemployment as challenges that are consequences of years of apartheid education. The remedy to this situation lies mainly with access to quality education.

The National Development Plan and indeed the ANC Manifesto guide our strategic and operational trajectory in how we plan, articulate and execute our programmes within the limits of our financial package. We believe resources by their nature are limited.

4. DEPARTMENT OF EDUCATION BUDGET

Chairperson, the Department of Education has initiated a spend analysis and opportunity assessment, engaging in savings exercise to ultimately derive some value through a robust value-management exercise.

We will further aggregate, classify and leverage spend data for the purpose of gaining visibility into cost reduction, performance improvement and contract compliance opportunities.

Chairperson, the budget allocation of the Department of Education in terms of the equitable share has been increasing over the years. However, the actual value of the budget is reduced considerably due to the harsh global economic environment and generally the unfunded mandates flowing from the macro-policy environment. We are determined and committed in our innovative initiatives to implement radical educational programmes despite the budgetary constraints.

When our National Bargaining Council agreed to implement the Occupational Specific Dispensation (OSD) and wage agreements in 2008 and 2009, this was not fully funded. The carry through effects of the shortfall has introduced in our system a depreciation that continues to affect service delivery.

The department has an approved post establishment of 89 437 educators and 19 623 office based staff, giving a total of 109 060 since 2007/8 financial year.

The department has participated diligently in cost cutting procedures and made savings from various programmes, however we are still unable to fully fund the shortfall in the budget. Savings from equitable allocation is clearly not enough to give us reprieve.

Hard decisions had to be made, as we were determined to turn the corner, deliver fully on our strategic plan, achieve set targets and increase employee morale. Recently we consulted oversight committees of this House, seeking approval and support, to draw R500million from the CAPEX portion of the budget to fund the compensation of employees. What this means chairperson is that the infrastructure delivery plans and projects will be affected. The long-term effects will be that the infrastructure catch-up programme will be compromised.

Chairperson other key challenges we can deduce from the ambitious but necessary outcomes include the extent of infrastructure backlogs, the shortage of appropriately qualified teachers in Mathematics, Science, Technology, and Commerce as well as the high personnel expenditure in spite of the huge vacancy rate of 2 194 within the administration.

Chairperson, the year-end projection flags an over expenditure of over R1 billion largely due to increasing and unrelenting pressure on compensation of employees found in programme 1 and 2. We have had to draw even from norms and standards to fund the compensation of employees; notwithstanding that, districts need about R88million for expenses needed to support schools.

Further, the department has stopped to purchase tools of trade since 2010 and used much of that budget to fund the compensation of employees.

The past perception that the effects of OSD were not fully appreciated has changed. We know that Treasury, the Education and Finance Portfolio Committees appreciate the difficulties that we are experiencing due to underfunding.

Chairperson what is otherwise inspiring about this budget is our determination to succeed. We are still able to finance most of the poverty package related imperatives. The expenditure distribution at school level is pro-poor, and targets learners in lower quintile schools which are mostly rural.

The package for no-fee (paying) schools includes a daily meal in quintile 1 to 3 schools, free Learner and Teacher Support Materials, free National Senior Certificate examinations, and learner transport for all learners with special education needs. We still ensure that no child is unable to access basic education because of poverty. No matter what the difficulties are, nothing can stop our resolve for radical programmes to change the lives of our people.

5. STRATEGIC DRIVERS OF OUR VISION

Chairperson notwithstanding the challenges we outlined above, the department has a shared vision which translates to ten (10) pillars as strategic drivers to enable the department to reach the goals of Action Plan to 2019 – Towards Schooling 2025.

Chairperson, the following tabulation of pillars will not be in linear and/or in particular order. These pillars only provide us with a strategic structure so we ensure that we spread our focus to cover selected aspirations that relate to basic education. We regard the pillars as eclectic and responsive to priorities of basic education in the province. It is our resolve that our success in dealing with challenges associated with these strategic drivers will lead permanently to the turning of the education ship to the direction of the dreams of our founding heroes and heroines, some of whom sacrificed their lives for the liberation of our beloved country and the final demise of the colonial and apartheid legacy in education:

The ten pillars are tabulated as follows:

Pillar 1: the Transformation of the Schooling System;

Pillar 2: Early Childhood Development;

Pillar 3: Curriculum and Assessment;

Pillar 4: Teacher Provision, Development and Support;

Pillar 5: Leadership and Management;

Pillar 6: Planning and Resourcing;

Pillar 7: Infrastructure Development and Maintenance;

Pillar 8: Information and Communication Technology;

Pillar 9: Social Cohesion and Integration of Schools; as well as

Pillar 10: School Functionality and Community Involvement.

Chairperson, with regard to the transformation of the schooling system we will continue with the consolidation of small, non-viable and satellite schools, establishing only two typologies of schools, namely primary (grade R to 7) and secondary schools (grade 8 to 12). In this term we will establish model schools by recapitalizing and expanding technical secondary schools; establishing Maritime, Aviation, Mining and chemical engineering, technical and Agricultural; Mathematics and Science Academy and as well as Model schools of excellence.

6. EARLY CHILDHOOD DEVELOPMENT (ECD)

Chairperson, join me to congratulate Ms. Nondumiso Makumela of Hopewell Primary School, UMgungundlovu District, a teacher who topped all Early Childhood Development teachers in the National Teachers Awards where she represented KwaZulu-Natal.

White Paper 5 of 2000 sets specific targets one of which is that 85% of 5 year olds in the country must be in Grade R class by 2010. KwaZulu-Natal reached and exceeded the national target of 85% mark because in 2009 we had recruited and reached 93% of 5 year olds in Grade R class.

The department's past performance in ECD between 2003 and 2014 has been impressive. We expanded pre-school education to achieve an over 90% access rate and outstripped the Millennium Development Goals (MDGs) target for 2014. The number of ECD learners has increased from 300 000 in 2003, to 780 000, in 2013 and 800 000 in 2014.

The Department of Education in collaboration with the Departments of Health, Social Development and Public Works and Human Settlements is pleased to have achieved phenomenal access rates; however focus must now be on improving the quality of learning and teaching. The budget becomes very critical at this point as it enables one to reduce the teacher: learner ratios close to 1:25.

Having achieved universal Grade R in our schools, the Department is now working in collaboration with the Department of Social Development and other Social Cluster departments to improve the delivery of pre-Grade R services. Out of 5 189 528 children between 0 and 4 years in South Africa, 1 220 882 are in KZN (2011 Mid-year Population estimates report). This constitutes 23% of the South African Children. Of these 123 506 is receiving ECD Services in 1 619 registered sites and unregistered homes and community based care centres. The department in partnership with other stakeholders launched the campaign in February 2012 to bring about the massification of Programmes for children between 0-4 year olds.

7. CURRICULUM TRANSFORMATION

The first strategic area in the provincial curriculum management strategy is content planning for effective curriculum delivery. The second strategic area is the assessment of the effectiveness of delivery methodology and the quality of curriculum delivery. The third strategic area is management of Curriculum across the system and the fourth strategic area for curriculum management is subject advisory services and support.

Chairperson, you would recall that in 2011 we did report to this Legislature the then imminent curriculum reviews of the National Curriculum Statements (NCS), and later the introduction of Curriculum and Assessment Policy Statement (CAPS). The year 2014 marks the watershed from NCS to full implementation of CAPS. Consequently the Matric class of 2014 is the first cohort to write the CAPS - aligned National Senior Certificate examinations. Their performance will be a new baseline and a bench mark for proceeding plans and interventions.

The full implementation of CAPS comes with a few changes in the assessment regime, namely;

- Economics is now going to have paper 1 and 2'
- Geometry which used to be optional paper 3, is incorporated into Maths paper 1 and 2
- English First Additional Language (FAL) will no longer have an upward adjustment of 2 %.

Amidst challenges faced mostly by rural learners in Mathematics and Science we are proud of the achievement of Mbali Ndimande from Siphapheme High school in Ugu District who represented South Africa at the 56th annual London Youth Science Forum this month – a world leading event for the globe's most promising young scientists. She was selected after having qualified by winning the National Science Expo.

As part of our commitment in improving maths and science learner achievement, we promote amongst many other progressive initiatives, Public Private Partnerships to collect scientific calculators, mathematical instruments, and chessboards. We solicit donations from private companies and interested individuals. We also urge Honourable members to support this initiative. We have set a target of 2 million scientific calculators to come from such donations in 2014. This is aimed at improving access to tools of learning mathematics. The new Science, Technology, Engineering and Mathematics Academy has already been set up in the north coast in La Mercy at the Pinetown District. Edwin Eugene Aldrin Junior, an American Engineer and former Astronaut (second man to walk on the moon) has agreed to be a Patron for this academy.

In the National Senior Certificate, the Department has planned to improve its pass percentage from 77.4.1% in 2013 to not less than 80% in 2014. However, the provincial results have already reached 80.5% after the Supplementary examinations. In this administrative term between 2014 to 2019, we are determined to ensure that all learners have a fair chance to succeed. We are working hard to ensure that this goal is achieved despite the difficulties in dealing with the inherited inequalities and educational backlogs.

8. PROVINCIAL TEACHER DEVELOPMENT INSTITUTE

Firstly we would like to draw from the international and national discourses indicating that our most critical resource in education is – the educator. These progressive discourses further state that no education system could move beyond the quality of its educators.

Richard Elmore is quoted as having argued on numerous occasions that there are only three ways to improve pupil learning at scale, and that is to raise the level of content taught; increase knowledge and skills that each teacher bring to the teaching of that content; or to increase the level of pupils' learning of content.

Two reports from Japan and Cuba on perspectives of teaching in South Africa decry the lack of content knowledge of many teachers; this is from their interaction with our learners who study various courses in these countries. On the basis of such reports and our analysis we now understand that we have teachers some of whom lack both content and methodology, and some who have content but lack methodology. This impacts negatively on the outcome of their performance or lack thereof, because the end result is that learners fail.

We therefore took a firm decision that during this financial year the former Durban College of Teacher Education also known as Dokkies will be developed into a fully-fledged Provincial Teacher Development Institute. This will allow the department to establish a state of the art facility for initiatives devoted to professional development

of teachers and contribute more effectively and directly to the improvement of the quality of teaching and learning in our schools.

This will include utilizing 120 Education Centers in the twelve Districts as satellites to this Teacher Development Institute to ensure accessibility in the rural areas of our province.

The Department of Education has identified the need for a partnership with highly experienced university lecturers and teachers from schools of excellence. This partnership will assist the department in the process of promoting quality education and skills development in the province. The project includes the renovation and equipment of the new provincial in-service teacher training institute. This will include setting-up several Mathematics, Science and Technology (MST) Education laboratories at the institute, for the purpose of capacitating in-service teachers with skills, knowledge, and values necessary for effective implementation of CAPS. Further, this will include the upgrading or provision of physical, human, and material resources to schools in the Zululand district initially, and later replication of the program to all districts.

Our major innovation is the Jika Mfundo Project, a Provincial Initiative to Improve Learning Outcomes (PILO), which is a radical education transformation initiative and a teacher development strategy focussing on developing strong curriculum management skills to strengthen district support to teaching and learning in line with the aims and objectives of Schooling 2025.

This ground breaking pilot project has started in uThungulu and Pinetown districts, and will be replicated to all districts by the end of the MTEF. Similarly, Jika Mfundo will utilise the ex Dokkies facility and all education centres to improve district capacity and provide ongoing teacher development and support. Its goals are to:

- Assist districts to respond better to schools that need assistance;
- Support school management teams to lead learning; and
- Support teachers cover curriculum and help learners do better.

9. SOCIAL COHESION AND CO-CURRICULUM

Chairperson, we have successfully hosted the National Choral Eisteddfod Competition in Durban under the theme, “Celebrating 20 Years of Freedom”. The overall winner of Eisteddfod awards was KwaZulu-Natal schools; the spirit throughout the competition demonstrates the importance of co-curricular sub-programme as a driver of social cohesion.

One of the Intermediate Phase teacher and choir conductor, Mr Zibuse Zondi from Arthur Blaxall School, a special needs institution in UMgungundlovu, KwaZulu-Natal said the Government has done well in promoting inclusive education through music and other co-curricular initiatives. “Through the support from Government I hope that learners with physical challenges will live a better quality life equal to others,” said Zondi. In September we will stage indigenous music competitions as part of schools arts and culture competition in the Amajuba District.

We will forge closer ties with the Department of Sports, Arts and Culture and other stakeholders to strengthen our nation building project through social cohesion by promoting the values of the Constitution and deepening the culture of human rights and democracy.

10. INCLUSIVE EDUCATION

We are committed to opening the doors of learning and culture for all learners regardless of their disabilities in terms of White Paper 6. To this end the department continues to strengthen the implementation of inclusive education to do away with all barriers, physical and psychological, which prevent many learners from realising their potential because of their physical and/or mental conditions. We are also intensifying our project of building the state-of-the-art Special Schools and Full Service Centres across the province.

11. ENTREPRENEURIAL EDUCATION

Chairperson, we need to state that the department is a committed partner in the activities of the recently launched Human Resource Development Council. The goal of the HRD plan as outlined in the Provincial Growth and Developmental Plan is to ensure that the human resources capacity is adequate, relevant and responsive to the growth and development needs of the province. We will solicit their advice as we develop the curriculum that is responsive to the development of skills needed by our economy and various sectors like maritime, ICT, technical, agriculture, energy and Mining sectors.

We have identified lack of entrepreneurial skills amongst our youth as the main reason why many businesses fail within two years. Amongst the youth there is general lack of required entrepreneurial skills.

To address this we intend to introduce entrepreneurial education and also collaborate with the private sector which will assist us to transfer such skills to our young people. This will be our way of responding to the President's call for radical economic transformation.

12. ADULT EDUCATION AND TRAINING (AET)

As part of eradicating illiteracy within our communities, the Department has a programme for the education and training for adult learners who cannot enrol in mainstream schools.

According to Statistics South Africa there are many people who are illiterate in the rural areas of Mzinyathi and Mkhanyakude who simply cannot read, write or count. What compounds the situation is lack of AET centres in these areas. While this may well be a consequence of budget constraints, something needs to be done to ameliorate the situation because it the commitment of this government to eradicate illiteracy in all its forms. We therefore need to consider seriously the provision of AET but with special focus in the area of Mzinyathi and Mkhanyakude.

We will continue to encourage all our people, regardless of their age, to enrol in these institutions to gain some form of education.

13. NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP)

A number of factors are negatively affecting this noble programme such as alleged corruption, lack of feeding for schools which are supposed to be feeding as well as lack of timeous payments for NSNP service providers, among others. We are, however, putting measures in place to address this situation. One such measure was to develop a policy on the NSNP to deal with all the challenges relating to school nutrition.

Currently over 2.2 million learners in 5, 275 primary and secondary schools from quintile 1 to quintile 3 benefit from the NSNP. This increase is attributed to the successful extension of the programme to public secondary schools. Further, the Department will embark in collaborative innovations and partnerships through Operation Sukuma Sakhe to ensure eradication of poverty and improve food security beyond school hours.

14. NEW INFRASTRUCTURE PROJECTS

New Schools

The Department continues to accelerate the construction of new schools as guided by the UKZN Research and therefore improved the access to Education for many learner in the province. The construction of INdumo Comprehensive High School in the UMkhanyakude District marks the beginning of a journey in the transformation of

the schooling system in KwaZulu-Natal. Twenty (20) schools are planned for completion in 2014.

Additional Classrooms

The provision of additional classrooms continues to be rolled-out by the Department of in collaboration with the Department of Public Works and other implementing agents. The Department plans to provide 1350 additional classrooms in 2014/15.

Specialist rooms

The provision of specialist rooms continues to be rolled-out by the Department of in collaboration with the Department of Public Works and other implementing agents. The Department plans to provide 1000 specialist rooms in 2014/15.

Water

The provision of water programme continues to be rolled-out by different Implementing agents to maximize the attainment of basic functionality in 2014. A total of 325 schools will be electrified in 2014/15 to attain this objective.

Electrification

The electrification programme continues to be rolled-out by the Eskom through ASIDI programme. The ASIDI programme plans to contribute in the electrification of 100 KZN schools in 2014/15 and the department would contribute. Provision and maintenance of solar electrical systems by the department is receiving attention in the light of rampant vandalism of infrastructure and cable theft in some schools.

Sanitation

The provision of sanitation programme continues to be rolled-out by the Department of Education in collaboration with the Department of Public Works and other implementing agents. The Department plans to provide toilets as part of the sanitation projects to 325 schools in 2014/15.

15. AUTOMATED SYSTEMS OF ADMINISTRATION

The manual system which we are using currently as the Department makes it possible for retired, resigned, deceased or imprisoned employees to continue obtaining a monthly salary after they have left the Department. It is our strategic objective to gradually introduce automated systems to obviate such systemic failures. We also want to ensure that educator salaries are paid timeously at the end of every month regardless of whether the employee is new or not. I am happy to announce that at the recent meeting I had with Top Management on Tuesday 29 July 2014, I

saw significant strides in that regard which will certainly be accelerated with the introduction of an automated system.

16. e-EDUCATION

Chairperson, we refuse to fall behind in ICT based learning and teaching solutions like e-learning which includes using e-books instead of only the heavy books that are currently used in our schooling system. We will embark even in a small scale in the installation of broadband and wireless connectivity to a selected number of our schools. The project will promote eLearning until we reach our target to bring interactive information technology in every classroom.

Learners must be able to learn at school, home, on the move, and in their own pace – a massive pedagogical factor in improving the quality of education and grade 12 results. This creates a preemptive skilling of teachers by improving their subject matter (Content) knowledge, ICT skills, laboratory skills, and classroom-based curriculum delivery skills.

This modernization will enable learners to use technology in the classroom to receive lessons from distant tutors. Distant Teachers too, need collaborate on lesson planning, preparation, content knowledge or research. We have started two Telematics pilot projects in collaboration with the Department of Public Enterprises, Eskom and the University of Stellenbosch in two schools, one in Thukela and the other in Ugu Districts.

Thus far the implementation of this pilot of Telematics is proceeding well. The underfunding of the Department presents a serious threat to our long-term plan to replicate this initiative in a number of schools.

17. GREEN ENERGY IN SCHOOLS

It is no secret that many of our schools simply cannot afford electricity, water and sanitation bills. Green energy is the most cost-effective alternative to grid based energy consumption. This would support a cleaner environment whilst saving schools money. We are also exploring initiating discussions with municipalities to consider enlisting no-fee paying schools under their indigent beneficiary lists. We are planning partnerships with the private sector to realise this goal of implementing green energy.

18. STAKEHOLDER COLLABORATION

I want to stress the importance of community involvement and stakeholder participation in education. Our stakeholders are very important to the success of the Department and we intend continuing to cement good working relations with all of them. This is in line with the view that education is a societal matter and that everyone should be involved in education.

As the Department we have launched the Quality Learning and Teaching Campaign to mobilize communities and all other stakeholders in order to ensure that quality education is delivered in our schools and to embrace the idea that education is a societal issue.

Mgadla Xaba in his article; The possible cause of school governance challenges in South Africa cites Tsoetsi, Van Wyk & Lemmer (2008:385) as having asserted that basic among the school governance challenges, is the capacity to govern. He says while the provincial departments of education, through functional units at head and district offices, have engaged in the training of school governing bodies (SGBs), the actual enactment of these roles is often less than ideal. We will intensify SGB training to ensure the understanding of their roles and monitor the enactment of these roles after the SGB elections in 2015.

Chairperson, let me remind members that the term of office for school governing bodies ends in 2015.

We call upon all parents to participate in the democratic free and fair elections of more than 6000 school governing bodies. We appreciate the support we get from the Independent Electoral Commission during the elections.

19. PRIORITIES OF THE SHORT TO MEDIUM TERM

Chairperson before I get to the budget vote, let me bring to your attention other matters of importance which I think cannot be left out of this speech.

Security in School

The Department of Education in partnership with the both the South African Police Services and the Community Safety and Liaison will establish school safety committees in all schools immediately after the School Governing Body elections in 2015. Further, to the appointment of security guards in the last financial year we commit to gradually strengthen security provisions as we develop the capacity to do so.

High Vacancy Rate

The department is characterised by a high vacancy rate for office based at District and Head Office. We have identified nine hundred and sixty six (966) posts, 12 of these are senior management posts, and 954 office based educator posts.

We clearly need to streamline the post establishment structure along the DPSA model until we have enough money to fill all vacant posts. The department intends advertising vacant posts, however we are held back by financial pressures.

Provision of Learning and Teaching Support Material

The contract of the department and the management agent had expired in 2013. We have put in place plans to deliver LTSM using our available capacity and infrastructure. This contingency plan put in place because of the Appeal had been at an advanced level when the adjudicator resolved the contestation of the tender. In the

event that savings are realised the funds will be used towards universal coverage of textbooks i.e. that each learner gets a book for all subjects. Universal coverage of stationery is achieved through central and decentralized procurement systems for none-section 21 and section 21 schools, respectively.

New Teacher Recruitment

The department has a recruitment strategy for Mathematics, Science, Accounting and ICT subjects. This is to mediate the general high attrition rate of teachers, but more importantly to contribute sizeably in the creation of the required skills pool required by the knowledge based economic system of our country. The department wants to increase the pool of skilled learners to benefit from our bursary scheme for non employees and to increase service providers.

Thus far we acknowledge that processes were not properly followed in our teacher recruitment relating to students who registered with the SANTS Private Institutions. We have engaged with Treasury to investigate all issues surrounding this matter. As soon as the investigation is completed the findings will be used to identify problems and improve system efficiency.

The Headcount

We have made immense strides, regarding the head count project, where we started with 9121 employees who seemed uncouneted for. According to our records that number has significantly dropped through the verification process to 23 people whose

salaries have since been frozen and their names submitted to internal audit for further investigation. The department is now going to conduct the actual headcount jointly with Treasury to put the matter to rest once and for all. Chairperson this exercise itself is going to place a titanic burden on our already emaciated coffers since Treasury has requested that we foot the bill for it.

Clean Audit 2014

We have worked very closely with the Auditor General's office to ensure that audit outcomes of the Department improve. We have adopted all the AG recommendations and used AG findings to develop a comprehensive strategy to deal with system inefficiencies. Capped leave in particular which had been the main concern of the AG has received enormous attention from the department.

We are hopeful that our tireless efforts will bear fruit and that the Department of Education will receive a Clean Audit opinion.

Currently we are filling all promotional school based posts through HRM Circular 15 and 31. In September we will then release another HRM to fill educator posts that would have been made vacant as a result of educators who would be promoted through the two circulars.

Learner Transport

The learner transport budget is no longer with the department of Education. It now resides with the department of Transport, but the department of education identifies learners needing transport. We feel it is important to explain this because the public generally lacks the understanding of the current location of this function.

Chairperson, with regards to access to education in 2013/14, the number of no-fee schools was 4 739 including farm schools. This meant that 80 % of schools with approximately 1.8 million learners benefited from the budget of about R1.7 billion. In 2014/15, over 2.6 million learners are in public ordinary schools. Of these learners over 1.8 million are in no-fee paying schools which increases the number of learners benefiting from 80 to 86% in public schools. Chairperson, the Department of Education through Department of Transport (DOT) will continue to strive for universal coverage in the transportation of thousands of deserving learners.

The under-funding of this sub-programme undermines both access and quality of education as learners arrive late and tired at school. Parents should pay for transportation of their children to schools of choice.

Poor parents hardly afford uniform hence they are beneficiaries of the poverty package, thanks to the initiative of the ANC led government, for the uniform which is currently supplied by the Department of Social Development (DSD) and other benefactors.

Alleged Sale of Educator Posts

This matter has occupied the public domain for sometime now. It does not paint a good picture about the department nationally and provincially.

In recognition of this fact the Minister Hon Angie Motshekga has instituted an investigation into the matter after the President had pronounced himself on the subject. As the provincial department we support the announcement of the investigation team, and will offer our full support.

Under Expenditure in Conditional Grants

Chairperson we noted with concern the under expenditure in some of the sub programmes funded through the conditional grants. We have put measures in place to monitor performance of these sub-programmes, and ensure that all allocated funds are adequately spent.

Improving the credibility of the provincial examination services

Chairperson, we welcome the support we have received from Umalusi Council and the Department of Basic Education in fighting examination fraud in private examination centres. To this end we support the investigation of irregularities by the KwaZulu Natal Examination Board.

20. BUDGET FOR 2014/15

The overall budget for 2014/15 for the Department of Education is R39.447 billion. Last year the adjusted appropriation was R37.597 billion. This is an increase of just more than R1.8 billion. However, this substantial increase does not take into account or address the carry-through effects of the 2008 Occupational Specific Dispensation (OSD).

Programme Reference	Programme Name	2014/15
1	Administration	1,308 billion
2	Public Ordinary School Education	32,639 billion
3	Independent School Subsidies	74 million
4	Public Special School Education	844 million
5	Further Education And Training	351 million
6	Adult Education And Training	177 million
7	Early Childhood Development	652 million
8	Infrastructure	2,722 billion
9	Auxiliary And Associated Services	679 million
Total Budget		39,446 billion

21. HOLISTIC AND TRANSFORMATIONAL PROGRAMME

We know that in order to have a holistic and transformational education agenda, we must place the learner at the centre of the educational process. We also know that in order to reach every last child, young person and adult in all twelve districts, we must focus on the most marginalised and hardest to reach, and we know that we must move beyond just access to address issues of quality, to ensure that once in school our children are learning.

Therefore, we commit to radical educational transformation for the province of KwaZulu-Natal no matter what the difficulties are, nothing can stop us now.

22. LEST WE FORGET

“I can see two gaps, the one we all know, and we all try to address, the gap between the haves and the have nots. However, a more worrying gap for me is the technology gap between schools and the rest of the world, the world outside the classroom. The increasing vitality of technology are changing the expectations of our children and their worldview” Professor Kader Asmal

In this regard I strongly advocate for a radical ICT programme for all schools in Kwazulu-Natal.

23. CONCLUSION

In conclusion Chairperson, let me thank the Head of Department Dr Nkosinathi Sishi and all Departmental officials who had worked tirelessly to make this day a success. Allow me to also send a special thank you to our social partners from Labour who continue to support us to fulfil our mandate of delivering quality education to our children. Lastly but not least, I would like to thank my family for their continued support and understanding of the tasks entrusted to me by the African National Congress and the Government of KwaZulu-Natal.

I thank you, Siyabonga, Re a leboga, Inkomu, Baie dankie, Siyabulela