



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

MEC FOR EDUCATION

MS NP NKOMYENI



BUDGET SPEECH 2016



2016/2017 BUDGET POLICY SPEECH

MEC FOR EDUCATION MS N P NKONYENI, MPL

Speaker of the Legislature, Hon Lydia Johnson

KwaZulu-Natal Premier, Hon. Senzo Mchunu

Chairperson and Members of the Education Portfolio Committee

Members of the Executive Council

Honourable Members of the Legislature

Mayors, Councillors and Amakhosi

Head of Department of Education, Dr Nkosinathi Sishi

Senior Management of the Department

Our Social Partners

Labour Movement

Members of the Media

Distinguished Guests

Learners and Educators from various schools

Ladies and Gentlemen

INTRODUCTION

President Nelson Mandela, in his speech delivered at the Education Africa Presidential and Premier Education Awards Ceremony in November 1997 had this to say, “Our own reconstruction and development effort, the renaissance of the entire continent and our successful interaction in the global village, depends largely on the progress we make in educating our populations.”

Honourable Members it is an honour for me to present a budget that will assist us in enhancing our performance and do exactly what our icon envisaged – that of educating our population.”

Madam Speaker, let me express a word of gratitude to this August house for the opportunity to table the 2016/17 Policy and Budget speech of the KZN Department of Education. I am happy to present the budget plan that will:-

1. Give an account of how the Department has utilized the 2015/16 allocation to implement its priorities.
2. Outline the 2016/2017 priorities to be implemented using the allocated budget of R45, 464,373 billion.
3. Give an update on the implementation of the Provincial Improvement Plan

Honourable Members, for obvious reasons relating to our performance in National senior certificate over the past two years, the preponderance of my speech, except for its main focus on the subject of the day which is the Budget for Vote 5, will be on intervention strategies in the Foundation, Intermediate, Senior and FET Phases to improve the quality of learning and teaching in the Province.

I would like to start by thanking the African National Congress for entrusting me with the task of leading this gigantic organization (Provincial department of Education) which is more complex than meets the eye.

I would also like to express my sincerest gratitude to all the Members of the Executive Council of KwaZulu-Natal led by the Honourable Premier Mr ES Mchunu for their guidance on education matters during our Executive Council meetings. The same gratitude goes to all the oversight committees: the Education Portfolio Committee led by the Hon Hlongwa, Finance Portfolio Committee led by the Hon Nkosi, and Standing Committee on Public Accounts led by the Honourable govender as well as the office of the Auditor-General (AG), all of whom have always supported us and given us guidance which has enabled us to continue to manage the Department of Education sometimes under very trying circumstances. The African National Congress Sub-Committee on Education and Health has also been very instrumental to many of the successes that we are able to record as the Department. So has been the contribution from our social partners such as the labour movement, School Governing Body Associations and parents. I would also like to thank Colleagues and Heads of departments who are serving in the Social Protection, Community and Human Development Cluster for their invaluable contribution towards the improvement of quality of education in our Province.

The Honourable Speaker's programme which ensures that Members of the Legislature visit our schools has borne fruit in the sense that where they have intervened there has been change. For example, the Members of this House intervened at Bhekuzulu and Mlokothwa High Schools in Zululand District and raised a number of issues which required intervention by the Department. Today I am proud to announce that the two schools are now under construction. There are many instances of this nature which, because of time constraints, I cannot go into.

At this point allow me, Honourable Speaker, to acknowledge the presence of our learners from Maritzburg College, Arthur Blaxall LSEN School and Copesville Secondary School, who are here to listen to the Budget Speech. We are pleased that they are part of us today so that they may be inspired and develop confidence to be productive members of society in the future.

Your presence here today reminds me of a slogan which is always chanted by people with disabilities when they say “nothing about us without us” meaning that no policy or programme should be decided by representatives without direct participation of the members of the group affected by that policy.

SOCIAL ILLS

Madam Speaker and Honourable Members, this budget speech is being presented at a time when our province is faced with a devastating resurgence of drug usage which has deadly consequences for our young people. As the Department and Government we are very concerned about a new drug that is wrecking lives of our young people which goes by the street name of ‘Mercedes’, ‘Lacoste’ and ‘Mitsubishi’. This ecstasy-based pill has caused a number of deaths among young people, and has also led to scores of others being admitted to hospital. We want to warn young people in particular to think thoroughly before they even consider inhaling or swallowing something that could end their precious lives.

We also want to urge our communities to be on the lookout and report to the police those who are responsible for the distribution of these drugs because what they are doing is treasonous, in the sense that they are destroying our young people and therefore the future of our country. We are however pleased that our Police have treated this scourge with the urgency that it deserves. They have immediately established a Task Team to investigate and arrest those responsible for the proliferation of this deadly drug. We want to salute them for that. The same goes for my colleagues in the Executive Council, the MEC for Health the Honourable Dhlomo and the MEC for Social Development the Honourable Thusi who have been at the forefront in bringing about awareness on the deadly consequences of the usage of this drug.

Let me also thank the Honourable Premier for being in the forefront in the campaign against substance abuse, teenage pregnancy, violent crime and all other social ills perpetuated by criminals in our society, whose objective is to destroy our nation’s children.

Madam Speaker, while still on the issue social ills I do want to pay my respects to learners who have died during this academic year. On Tuesday, we got a report of a Grade 11 learner Siluleko Ndlovu, at Nondinisa High School who was killed in the school premises after a quarrel with some of his fellow learners. The circumstances around the incident are a subject of an investigation that is currently underway. The South African Police Services (SAPS) are dealing with the matter.

Early a Grade 10 learner was stabbed to death by a fellow learner at Ekupholeni Secondary School in Swayimane. A day later three learners from Sibongumusa High School again from Swayimane drowned at Margate Beach. Three days after that incident we were also shocked to learn about three learners from Gcwalulwazi and Bambisano High Schools in eShowe who died on their way to school when the bakkie they were travelling in got involved in an accident. May their souls rest in peace. Their spirits will live forever.

Honourable Members let me also call on everyone to unite against all social ills affecting our communities which eventually spill over to our schools such as bullying, the murder of our learners by fellow learners and the murder of our educators for various reasons. It is very disturbing that of late the murder of our educators is sometimes a result of attempts by others to ascend to promotional posts.

If as a society we all unite against all forms of social ills, we will be able to mould a society with high moral values that are conducive to a prosperous nation that we all yearn for.

OUR STRATEGY

Madam Speaker, the strategic trajectory of the Department of Education in KwaZulu-Natal is guided by policy documents such as:

- The Freedom Charter

- ANC manifestos
- Mangaung resolutions
- National Development Plan (NDP)
- Provincial Growth and Development Plan (PGDP)

NATIONAL DEVELOPMENT PLAN (NDP)

Compatriots, the NDP recognizes that the quality of education for most children is poor and states that by 2030 South Africa needs quality school education, with globally competitive literacy and numeracy standards.

The policy documents cited above have informed our ten (10) Pillars which are the strategic drivers for the period 2015/16 to 2019/20. These pillars are as follows:

1. Transformation of the Schooling System
2. Curriculum Delivery and Assessment
3. Teacher Provisioning Development and Support
4. Leadership and Management
5. Planning and Resourcing
6. Infrastructure Development and Maintenance
7. Information and Communication Technology
8. Social Cohesion and Integration of Schools
9. School Functionality and Community Involvement, and
10. Early Childhood Development

FINANCIAL CONTEXT

Madam Speaker and Honourable Members, it has become common knowledge to anyone who follows His Excellency President JG Zuma's public engagements that he has always implored all of us to recognise that education is a societal issue. Without this recognition Honourable Members, the Department of Education will not be able to execute its mandate optimally. We therefore want to make a call to all public representatives to constantly ensure that in their engagements they sensitize and always remind the public about this noble call that education is a societal issue. During his State of the Nation's Address on the 11th of February 2016, the President stated that our economy has been facing difficulties since the financial crisis in 2008. He said that the situation requires an effective turnaround plan from us, which means doing things differently and also acting on what may not have been acted upon quickly before.

This was echoed by the Premier in his State of the Province Address on the 25th of February 2016 when he indicated that KwaZulu-Natal, like all other provinces and the country, is experiencing the combination of economic downturn, severe drought and high unemployment rate, which have connived to create a very difficult situation for us indeed.

Be that as it may, a report by Statistic South Africa commissioned by the Honourable Premier has stated that the citizens of this Province have indicated that they are happy with the level of health and education services, largely as a result of the level of access to these services. Taking from our former President Nelson Mandela's leaf when he said "Education is the most powerful weapon which you can use to change the world", we have indeed made it our number one priority to ensure that despite the undesirable conditions we are all faced with, we still do everything possible to provide access to education to our people. Hence the level of satisfaction indicated in this regard. We further want to appreciate the Premier's statement that in recognition of the fact that 35% of school children are in KwaZulu-Natal, we are thus mindful of the responsibility

we have to this nation in making the education system function efficiently and produce expected quality results.

We are grateful that the budget of the department has grown from R34.477 billion in 2012/13 to R45.364 billion in 2016/17. The largest share of the department's budget allocation goes towards the provision of personnel and the department starts the financial year with extreme financial pressures. However, we are ready for the task ahead of us in this regard.

TOOLS OF TRADE AND HUMAN RESOURCES

Honourable Members our engagements with departmental officials at various levels revealed that in many offices there was a serious shortage of tools of trade and inadequate human resources which hindered performance at the required standards. In recognition of this and despite the financial difficulties that we have, we set out from last financial year to address this challenge. To that end in relation to the tools of trade, in March 2015, the Directorate: Facilities Management & Auxiliary Services was allocated an amount of R15, 000,000 for the purchasing of Government vehicles. 95 vehicles were purchased. However, the number was not sufficient as there had been no budget allocated for the past four years to replace vehicles that were recommended for Board of Survey. A further R27, 000,000 was allocated to procure 125 additional vehicles in October 2015. In March 2016, an additional amount of R30 million was allocated to purchase additional vehicles. 125 vehicles were ordered and are being delivered through the Department of Transport. All these vehicles are allocated to offices at both Head office and District level and range from sedans to 4X4s to cater for different terrains in the province.

An amount of R 26,576,068.52 was allocated in 2015 for the purchase of laptops and desktops for officials. Through SITA we have purchased 1721 desktops and 496 laptops which are being distributed to officials and staff in Districts and Head Office. In total 2217 employees will be receiving new computers.

The shortfall of 1110 computers will be purchased in this current financial year to ensure that all employees have the necessary tools of trade to meet service delivery requirements.

In addition scanners for District Offices and Data Projectors have been purchased. We are also revitalizing the core IT infrastructure of the Department and a total of R16 million will be utilized for this project.

To boost our human resources, between 1 April 2015 and 31 March 2016 a total of 144 Office based employees were appointed. These included 60 Subject Advisors in the gateway subjects and 84 Circuit Managers in all Districts. School-based educator posts are filled as vacancies arise and in line with the Post Provisioning Norm determined by the Executive Authority. School Management posts (Heads of Departments, Deputy Principals and Principals) are filled on a quarterly basis through a bulletin issued by the Department.

In his inaugural address in 2009, His Excellency President Zuma announced bold steps aimed at reconfiguring and restructuring government for more efficient and effective service delivery. This was followed by Presidential proclamation which declared the reconfiguration of government departments and the creation of new Departments. One of these Departments was the Department of Higher Education and Training under the Minister Blade Nzimande.

As a result of this, some of the functions in respect of the administration of Technical and Vocational Education and Training (TVET) Colleges and Adult Education and Training programmes were migrated to the Department of Higher Education and Training. The migration process was concluded in 2015. This necessitated the review of the Departments Strategic Plan with the new reconfigured Strategic goals. This Strategic plan was approved in 2015 which resulted in the review of the Departmental organogram in KZN. This will enhance proper deployment of personnel in the Department at all levels in accordance with their capabilities and competencies.

INFRASTRUCTURE DEVELOPMENT AND MAINTENANCE

Honourable Members this programme experienced a budget cut due to the pressures experienced in the 2014/15 budget for the Compensation of Employees.

Due to the recurrent nature of the wage bill, the budget cuts implemented in that year had to be carried through over the 2015/16 MTEF period. This had the impact of reducing the equitable share portion of the grant and thus makes the conditional grant the main contributor of the infrastructure budget. Furthermore, as part of the fiscal consolidation process the current year's allocation of the conditional grant was reduced by R32.636 million. The infrastructure programme is funded at a budget of R2.509 billion (2015/16 – R2.529 billion) of which R2.231 billion is allocated for capital infrastructure and R251 million is allocated for operating expenditure, a large portion of which is for maintenance.

As per the conditions of the grant framework, R26.6 million (2015/16 – R25 million) has been set aside for the recruitment of personnel in the built environment in order to enhance the implementation and monitoring of the infrastructure programme.

Despite the difficulties experienced under this programme, the Department completed eight (8) new schools in 2015/16 namely, Mgezeni High School in Uthungulu, Quarry Heights Primary in Umlazi, Mvuzo High School in Umgungundlovu, Busana High School in Umzinyathi, Mbaliyethu Primary school in Ethekwini Metro, Kasturba Gandhi Primary School, Khalipha Primary School in Ethekwini Metro and Groutville High School iLembe

Twenty seven (27) schools are under construction as from 2015/16 financial year which include among others, Emadungeni High School, Xoloxolo Primary School in Harry Gwala, Illovu High School in eThekwini Metro, Mlokothwa High School in Zululand, Inanda Special School, JG Zuma High School in Ethekwini Metro, Cosmo Primary in Umgungundlovu, and La Mercy Maths and Science Academy in Pinetown which will start in June 2016.

In 2016/17 fourteen (14) new schools will be completed. These include among others, Ebuhlenibenkosi High School (Zululand), Welabasha High School (Uthungulu), Ntulabakayise High School and Ndumo New Model School in Umkhanyakude.

As part of the Department's contribution to the Inkululeko Projects in uMzinyathi District, eCwaka, eMsinga, Bhekabantu Maths and science Academy which will include boarding facilities will be constructed.

In order to increase access to learners with special education needs and ensure that the doors of education and culture are opened to all, the Department is building four (4) special schools, three of which will be completed in the current financial year: Malezulu, Vulekani, Ukukhanya KoMsinga Special Schools which are in Harry Gwala and Umzinyathi districts respectively. Pholela Special School will be completed in the 2017/18 financial year.

2016/17 financial year is the gazetted deadline for the attainment of the Infrastructure Norms and Standards. In order to assist in the attainment of basic norms, 2015/16 financial year has seen extensive roll out of water and sanitation and fencing programmes. More than 300 schools were provided with water and ablution facilities in 2015/16. An additional 1153 schools are at different stages of planning and will be started in the current financial year. Although the budget might limit the number of schools to be completed in 2016/17, the Department aims to seriously make inroads towards elimination of schools with no sanitation facilities.

In summary, the targets for 2016/17 financial year are as follows:

- 425 public ordinary schools are to be provided with water.
- 75 public ordinary schools are to be provided with electricity.
- 200 public ordinary schools are to be supplied with sanitation facilities.
- 900 classrooms are to be built in public ordinary schools.
- 300 specialist rooms are to be built in public ordinary schools
- 14 new schools completed and ready for occupation
- 27 new schools under construction (includes replacement schools)

- 291 Grade R classrooms are to be built
- 4 hostels are to be built in 2016/17
- 2 new hostels are to be built in Harry Gwala and Umzinyathi
- 200 schools will undergo scheduled maintenance

The Department is also making its contribution on the employment of indigent women. The EPWP programme targets unemployed women and youth.

A total of 213 beneficiaries are involved in the cleaning of school gardens and ablution facilities. The targeted districts are Zululand, Umzinyathi, uMkhanyakude and Pinetown. The programme will continue in the current financial year as its benefits have been realized in the affected districts. In addition the youth is engaged in the Siyazenzela Youth Development Programme in partnership with Coastal TVET College. The youth is given artisan skills training through the TVET College and the Department allocates them work through the maintenance programme. The programme is piloted in Nongoma and Phongola under Zululand district.

SCHOOL FURNITURE

Furthermore, the department has set aside R20 million for the procurement of school furniture for new schools that are due to be completed within the financial year. In addition R10 million has been set aside to deal with schools whose enrolment might have drastically changed year on year.

LEARNER TRANSPORT

Honourable Members the Department has been providing dedicated subsidized learner transport to deserving learners since 2008. This programme is run collaboratively with the Department of Transport in the Province. The policy for providing learner transport dictates the following:

- ⌚ The Learners must be travelling more than 3 kilometres
- ⌚ The Learners must be attending at a nearest appropriate school with appropriate grades

- ⌚ The Learners must be attending at a school of need not of choice
- ⌚ The provision of subsidised dedicated learner transport is only applicable to Public ordinary schools

LIST OF LEARNERS BENEFITTING FROM LEARNER TRANSPORT

DISTRICT	NUMBER OS SCHOOLS	NUMBER OF LEARNERS BENEFITING 2015/2016
Zululand	21	4626
Uthukela	30	4755
Umzinyathi	37	4255
AMAJUBA	32	2889
SISONKE	30	2562
ILEMBE	28	3263
PINETOWN	20	2524
UGU	23	3009
UMLAZI	18	4162
UTHUNGULU	22	5000
UMKHANYAKUDE	25	4426
TOTAL	316	43451

NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP)

The NSNP was initiated in 1994 as a poverty relief programme for learners hailing from destitute families. In addition to reducing short term hunger amongst children of school going age, NSNP is also one of the instruments used by government to address economic inequalities and reducing unemployment by creating job opportunities.

In KwaZulu – Natal, NSNP is one of the key strategies of the Department that seeks to address poverty amongst the poor communities by identifying and developing local cooperatives to participate in the programme as service providers and thereby contributing to the enhancement of job opportunities for local people.

It provides nutritious meals to 2 273 395 learners in 5277 schools throughout the province. Learners are served with a standardized menu on a daily basis that is comprised of a balanced meal which includes starch, vitamins, minerals, necessary micronutrients, protein and vegetables.

In the 2016/17 financial year 1900 service providers have been contracted to supply food items to schools as part of enhancing economic opportunities for local SMMEs and Co-operatives. There are also 10 973 parents of learners in participating schools that are employed as food handlers to prepare meals for the learners and are allocated a stipend of R1000 per month at a ratio of 1:200 learners.

The budget for the implementation of the programme in the province is R1 355 247 000 for the 2016/17 financial year. The programme is also working in collaboration with District Municipalities in the promotion of locally produced food products through co-operatives and small farmers. Currently there are three Municipal Agencies and 64 co-operatives engaged in primary produced food items.

Working together with the department of Health we have also embarked on a new project of de-worming all learners benefitting in the programme. The De-worming Project is aimed at alleviating possible parasites that have a negative impact in the absorption and utilization of nutrients.

INCLUSIVE EDUCATION (LEARNERS WITH SPECIAL EDUCATION NEEDS / INCLUSIVE SCHOOLS)

In the 2014/15 we highlighted to this House our government's commitment to the opening of doors of learning to all our learners regardless of their disabilities as espoused in terms of White Paper 6. The number of full service schools will remain at 101 and have an amount of R17 million in order to resource these schools with special devices, procurement of the relevant furniture and equipment.

In 2015/16, the department started with the implementation of sign language in 11 schools for the hearing impaired at a cost of R2.2 million, which in 2016/17 has been increased to R2.5 million. Furthermore, 4 special schools for the visually impaired learners will benefit to the tune of R4. million through the procurement and implementation of braille production capabilities that will include the software for brailing of books, brailing machine, braille paper, embosser, provision of training for braille, sign language and curriculum differentiation province wide as well as securing the services of a technician. This budget could not be spent in the previous financial year.

A total of R4.8 million is allocated towards the training for braille, sign language and curriculum differentiation as well as procurement of centralized braille machines. A budget of R12 million has been set aside to procure buses for our learners with special needs particularly in the Umkhanyakude, Harry Gwala, Othukela, Amajuba, Umzinyathi and Zululand districts, for which the procurement processes commenced in 2015/16. The Province has 74 LSEN schools and 24 Inclusive schools.

CURRICULUM MANAGEMENT AND DELIVERY

The call to *Open the Doors of Learning and Culture* has been a central pillar in our struggle to build a better life in a land that belongs to all who live in it. This budget outlines our intention towards changing the tides and shows the Nation that we are "unsinkable!"

A significant portion of the budget is devoted to the intervention strategies in the Foundation, Intermediate, Senior and FET Phases to improve the quality of teaching and learning in the province. Primary school interventions will mainly focus on improving learner performance in language and mathematics. The interventions will be

mainstreamed into the line-functions as part of normal curriculum implementation and management through head office and district office subject facilitators. The department will incorporate the principles of the strategies into the teaching and learning methods and processes in the province. The overall focus will be on teaching, learning, assessment, learner support and support of school management. Teachers will be supported in content development and curriculum delivery.

After the unprecedented unfortunate decline of the NSC results over the past two years it is my honour to report that the 2016 Provincial Improvement Plan was finalized after deliberations and engagements with the National Education Portfolio Committee, the National Council for Provinces, the Department of Basic Education, the Premier's Education Indaba, the Provincial Portfolio Committee, Teacher Organisations, Governing Body Associations and Student Formations. I am therefore confident that the 2016 plan has a strong foundation in the sense that it is a work of a collective.

The 2016 Provincial Improvement plan for Learner Attainment

Madam Speaker, the 2016 Provincial Improvement Plan seeks to achieve the following objectives:

- To improve the overall pass % of the province of KwaZulu Natal by at least 10%.
- To improve pass percentage of the 12 districts of education in KwaZulu Natal
- To increase the number of passes in key and large gateway subjects
- To do away with 0% to 30% pass rates schools
- To reduce the number of schools performing below 60%
- To improve the quality of passes by increasing the total of Bachelor passes.

Areas of Focus

The Provincial Improvement Plan is sharp, focused and addresses 5 specific areas that we have unanimously agreed on. We do believe that if these areas are addressed, the 2016 results will be different from the last two years:

- Basic School Functionality

- Curriculum delivery and learner attainment
- Teacher Development
- Promotion of reading
- Stakeholder participation

Out of the Provincial Improvement Plan the following Plans have been developed to ensure that the Provincial Plan finds articulation at the various levels of the system:

- Provincial Improvement Plan,
- District Improvement Plans,
- Circuit Improvement Plans,
- Subject Improvement Plans
- School Improvement Plans.
- Provincial Reporting Template
- Monitoring Instrument for Curriculum Coverage

Honourable members, let me remind you that the Provincial Improvement Plan does not only focus on grade 12 results but addresses a holistic improvement in the system, by also focusing in the various Phases in the General Education and Training Band. It was necessary that the 2016 academic year starts with a series of Start- Up/ Orientation workshops which were conducted in all Districts in January and February 2016. The purpose of these contact sessions was to set the tone of each subject for the new Academic Year by that the following happens:

- Distribution and discussions of the subject policies, NSC diagnostic and the internal moderators' reports.
- Discussions on the program of assessment and management of teaching and learning
- Support Program for Heads of Departments at school level
- Special Programs for retained, progressed and promoted learners in each subject.

- Monitoring of curriculum implementation.
- Moderation tools to check planning and the quality of assessment by the HoDs and the Subject Advisors.
- Surprise visits to schools by both the Executive Authority and Officials
- RCL leadership mass intervention meetings
- District 5 days retreat programmes
- MEC's ambassadorship programmes
- Stakeholder meetings and Premier Education Indaba
- Student Parliament Launch and sittings

For the year under review an additional R50 million has been set aside to ensure that the Provincial Plan to Improve Learner Performance is fully implemented.

Examinations and Assessments

The External Examination includes the budget for the marking arrangements for the National Senior Certificate examinations, including the payments for markers, printing of examination and assessment papers, the marking centers, as well as security arrangements linked thereto at a total budget of R603.8 million (2015/16 - R562.6 million)

Strengthening School Based Assessment (SBA)

According to Umalusi SBA remains a challenge in the system. Therefore, the following strategies have been put in place:

- Appointed SBA coordinators to train school based assessment coordinator.
- Administering and monitoring daily tasks and weekly tests
- Providing quality question and activity banks to schools
- Conduct item and error analysis after administration of the quarterly Provincial Common tests and examinations

- Holding accountability sessions on written work and learner performance fortnightly, monthly, bi-monthly and quarterly respectively at school, circuit, district and provincial levels.
- Organise SBA seminar for all Principals of Secondary Schools.

Provision of Opportunities to improve Learner Attainment

One of the Educationist by the name of Marie Clay states that "...We used to think about slow learners and fast learners, intelligent and less intelligent children. Today we know that opportunities to learn are more important than how bright you seem to be. Any teacher should think, 'what opportunities to learn has this child had so far?' If you do not ask that question you will invariably make false judgements about children and the interventions they need.

The following programmes have been put in place to cater for learners of various cognitive levels.

- Additional programs conducted by appointed service provider to support learners from underperforming schools including schools at risks (e.g. Hey Math! and Hey Science!)
- Maths and Science Camps uThukela District (every Friday to Sunday including holidays),
- Risk and Reward camps for Accounting learners (winter and spring), and Departmental Dinaledi Camp for Maths and Science for township learners takes place in Winter and Spring.
- A dedicated focus on languages that is isiZulu and English FAL and English Home Language to improve learner proficiency in these languages.

- Implement a special Subject Support program in partnership with Sister departments like KwaZulu Natal Financial Literacy Association, SARS and STATS SA to support subjects like Maths literacy, Business Studies and Economics to cite but a few.

Learners from underperforming schools are participating in the following extended academic support programs:

- Morning, afternoon and evening studies to cover gaps from previous grades
- Winter and Spring classes for revision
- Special camps for progressed learners and high-flyers.

Stakeholder Participation to improve Learner Attainment

The President the Republic of South Africa, His Excellency Mr J.Z Zuma, has declared education a societal matter. It is for this reason that focus area 5 of the Provincial Improvement Plan provides a platform for all stakeholders to make a meaningful participation in the education of the children of this Province. The following stakeholder participation programmes are in place to improve learner attainment in 2016.

- Adopt-a-school program by Members of the Legislature, Senior Managers, District Officials, SGB Associations and Business.
- Adopt a District by Senior General Managers
- Monitoring of Hot Sport schools/ Districts by Social Cluster Departments under the leadership of the MEC of Educations.
- Implementation of Quality Learning and Teaching Programme
- Holding of quarterly Provincial Learner Attainment Strategy Review sessions (Accountability sessions)
- Holding of quarterly roundtable discussions for grade 8-9 as an additional support to these grades.
- Collaboration with Organised Labour and COSAS.

PROGRESSED LEARNERS 2016

Honourable Members it will be fair to acknowledge that the challenges that face the youth of today are somehow different to those of the June 16 generation who were victims of racial, class and gender discrimination and inequalities. Whilst our democracy has brought about a number of opportunities for the youth they, however, are confronted with a number of challenges with regard to their participation in the mainstream of South African life, particularly with regard to access to opportunities offered in the education, health and economic sectors. Therefore, the Department of Basic Education has prioritized the support of struggling learners by not only allowing them to progress to the next grade or class but also to ensure that meaningful support is given to these learners.

The Province of KwaZulu Natal has a total of 24 459 Progressed Learners in the 12 Districts. The following programmes of support have been put in place for these learners:

- Progressed learners in grade 12 are provided with subject glossaries like other learners.
- Special camps are arranged for progressed learners.
- A special Maths program is rolled-out for progressed learners in grade 12 in partnership with Hey Math! and Hey Science!
- Progressed learners in grade 12 are provided with copies of English First Additional Learners resources.
- Copies of past exam papers with memoranda.
- Learners who achieve levels 1& 2, are provided with the DBE copies of Mind the Gap Study Guides. These study guides assisted progressed learners in the past to move from level 1&2 to level 3 and above.
- Exposed to regular writing and assessment to improve their reading speed, retention memory and analytical skills.
- They are provided with copies of abridged work schedule so as to focus on the essential and examinable content.

- Special sessions are arranged for the progressed learners that offer Mathematics.
- Exposed to live Memo Discussions and Marking to understand how to overcome typical mistakes made by learners during the exams.
- As part of the last push strategy progressed learners are camped so as to consolidate their learning.
- Provided with past papers and memoranda, revision packs and copies of the examination timetable timely.

Just In Time Workshops

To respond to our shocking decline of 2015, on the very first weekend the schools reopened (15-17 January 2016), we held a focused planning meeting for the Just-In-Time teachers' programme where we prepare teachers over the weekend on the work they have to teach for each term.

The session consisted of 48 Top Teachers we identified per subject as well as the subject advisors of each subject. At least 7 subjects participated in this programme, namely, Mathematics, Mathematical Literacy, Physical Sciences, Life Sciences, Accounting, Geography and Agricultural Sciences. That is a total of 336 Top Teachers and at least 84 subject advisors altogether. Then the following week saw the start of the rollout of the Just-In-Time programme in the entire province. A total of 822 teachers of Mathematics, 759 teachers of Physical Sciences, 658 teachers of Accounting, 522 teachers of Geography, 786 teachers of Mathematical Literacy, 893 teachers of Life Sciences and 410 teachers of Agricultural Sciences were equipped with the term's work and were ready to go to class and start teaching in earnest.

KZN as a Mathematics Province

Regarding Mathematics, in particular, we have taken a bold decision to declare ourselves as the country's capital for Mathematics. We command the biggest percentage of learners offering Core Mathematics in the country compared to those taking Mathematical Literacy (59% Core Maths as opposed to 41% Maths Literacy),

thereby contributing the highest number of learners with scarce skills in the South African economy .We do this when everyone in the country averages at 35% Core Maths and 65% Maths Literacy. It is for that reason that Mathematics Core features strongly in almost all the major curriculum projects and programmes of this Department. Our performance in this area in 2015 necessitated that we strengthen our focus in it in 2016.

The Department has finalized the Service Level Agreement with Hey Math Company which will provide the Province with License to acquire 280 licenses for distribution to the 12 Districts with a Hey Maths and Hey Science full package programme that would be used by educators and learners. This programme will start running by the end of April 2016. To further support learners doing Mathematics, the Department has sourced from the best performing Provinces in Mathematics the revision material that contains questions and answers for the past 2 years. These materials are currently being delivered to schools.

We are currently finalising a robust, focused and targeted programme for teachers, cluster coordinators, HODs at school level and Subject Advisors for Mathematics in collaboration with our partners (Moses Kotane Institute, Sasol Inzalo, Engen etc), as a measure to stimulate performance in this area. This programme is over and above the Just-In-Time workshops.

Strengthening Curriculum Management

In the current academic year we are focusing on strengthening the performance of Circuits, thereby focusing on enhancing the capacity of Circuit Management. To that end, we intend to publish on a quarterly basis a list of our 50 Top-Performing Circuits in the province, following on the quarterly assessments. That will simultaneously help us to identify in good time circuits that need urgent support, as well as assist our planning and resourcing processes. Underperforming circuits will be on the spotlight and everything

possible will be done to eliminate such underperformance. The results of the first quarter common tests will allow us to begin this programme.

As things stand, we have workshopped all the Circuit Managers in the province on Curriculum Management, including ensuring that all teachers, school level HODs, Principals, Circuits, Circuit Management Centers, Districts and Province must have set realistic targets and how these should be monitored to maximize the potential for predictability of learners' performance. As part of the engagements with Circuit Managers, a point was made about how as a Department we were going about institutionalizing accountability across all levels of the system. To that extent, subject teachers, school level HODs, Principals, Subject Advisors, Circuit Managers, Circuit Management Center Managers, District Managers and provincial officials are expected, as part of curriculum management, to hold regular accountability sessions and to keep accountability files.

The Provincial Improvement Plan isolates the management of curriculum at school and district levels as a critical area of intervention. To that extent, we have developed an School Management Team Toolkit on Curriculum Management. It carries all the key tools and instruments that they need in order to manage curriculum at school level.

At least 10 000 SMT Toolkits have been printed to allow every HOD, Deputy Principal, Principal and even Circuit Manager to know exactly what must be monitored and managed at the school for effective curriculum implementation and delivery to take place.

Administration of Common Tests in 2016

Madam Speaker, it is crucial for us to ensure quality in teaching and learning. We therefore expose our learners and schools to a standardized testing through Common Tests. There are three categories of schools which wrote common tests in March 2016. The main aim of this testing dispensation is to implement and assess the Provincial Improvement Plan in order to:

- Eradicate the “30% and below” category of results in 2016.

- Improve the pass percentage of schools between 31% and 59% so that they move up to 60% and above in 2016. And lastly, to...
- Improve the quality of passes of schools which obtained 60% to 100% in 2016.

Honourable Members you will note that category 1 of schools who wrote common tests consists of schools which obtained the pass rates between 60% and 100% in the 2015 National Senior Certificate examination. These schools wrote common tests only in content subjects (that is, Accounting, Business Studies, Economics, Geography, History, Life Sciences, Mathematics, Physical Sciences and Tourism) where they obtained less than 75%. And in languages (English First Additional Language, IsiZulu Home Language and IsiXhosa Home Language) where they obtained less than 100%.

Category 2 of schools, consists of schools which obtained the pass rates between 31% and 59% in the 2015 National Senior Certificate examination. For category 2 schools tests were administered and marked by the school teachers. The District Subject Specialists will sample 10% of these schools for moderation of marking. In both categories, tests were administered internally and marking has been done by the schools. Schools will submit marks to Districts Examination Office for analysis.

Learners in category 1 and 2 will be given necessary remediation and support as well as extended opportunities to achieve learning outcomes. Their SBA will also be managed in such a way that it reflects their true knowledge and skills. This will help to ensure that the learners enter the NSC examination with realistic SBA marks which will not be rejected by Umalusi during resulting.

The last category Honourable Members, consists of schools which obtained the pass rates between 0% and 30% in the 2015 National Senior Certificate examination. Category 3 schools wrote in all high enrolment subjects for grade 12. They also wrote Mathematics and Physical Sciences for grade 10 and 11. The administration of tests for category 3 schools was as follows:

- Grade 12 tests were administered by the District Officials and scripts were marked at the school.
- Grade 10 and 11 tests were administered by the school and marked by subject teachers. Schools will submit marks to Districts for analysis.

Markers of category 3 grade 12 scripts will produce a feedback document for each subject. The feedback document must outline common errors and misconceptions identified during marking. The analysis of the First Quarter Common Tests will inform the system on whether the interventions are providing the required support.

Grade 12 learners from category 3 schools will be supported where they will fail to achieve the learning outcomes. The Provincial Plan provides for the supply of various materials for learners and educators. These materials are intended to strengthen teaching and learning in Primary Schools which lays the foundation for performance in Secondary Schools. In Primary Schools the focus is on numeracy and literacy. In Secondary Schools the materials will strengthen the teaching and learning of English as a medium of instruction and also strengthen the teaching of all Home Languages done in the Province in order to compensate for the minus 3% in language compensation in 2016.

Some of the documents in Accounting, Mathematics and Sciences have been sourced from the other Provinces that are performing better than KZN in order to train learners and teachers in dealing with high cognitive level questions that are expected to be a norm in 2016. The materials are delivered early in the year in order to support the weekend and holiday revision camps.

The Three Streams Model

The introduction of a Three Streams Model (Academic, Technical Vocational and Occupational) in the Basic Education Sector has been in the planning process since

2012. The National Curriculum Statement Grades R-12 is currently purely academic and does not offer alternative career pathways for a majority of learners, thus resulting in a high learner dropout rate. There is only one exit qualification on offer in Basic Education and that is the National Senior Certificate (NQF level 4).

The majority of learners particularly those with special educational needs exit the schooling system at Grade 9, and do so without an accredited qualification. A number of learners get to be progressed through to Grade 12 which they end up not achieving and become part of the cohort of youth who are "Not in Education, Employment, or Training" (NEET). In order to improve their chances for employment, some pursue studies at Technical and Vocational Education and Training (TVET) colleges where they have to go back to NQF level 2. This constitutes significant ineffective expenditure for the State.

A certain percentage of learners with moderate to severe intellectual disability or who experience other barriers to learning which make them vulnerable to dropping out, need to have the opportunity to access such skills and vocational qualification even before Grade 9 at the age of 13. If they complete such a four-year qualification to be offered at schools of skills, they will be in a better position to enter trades and occupational training or employment when they exit school at the age of 18 years.

As such for the 2016/17 financial year the department will make an investment of R5 million towards the procurement of consumables as part of the implementation and preparation of the 3 streams curriculum streams and progressively implemented in the forthcoming financial years. An additional R40 million has been set aside to deal with a variety of interventions that may be required throughout the education system.

TEACHER PROVISIONING, DEVELOPMENT AND SUPPORT

An important pillar towards the realization of our vision of "A well- educated, skilled and highly developed citizenry" is that of educators who are trained adequately to meet the demands of the curriculum. It is generally accepted that the output/supply of such

educators from the Higher Institutions of Learning does not meet the demand that currently exists.

In 2014/15, at this legislature, we highlighted the departments' firm decision in terms of converting the Provincial Training Academy to a fully-fledged Teacher Development Institute. In light of this decision, an initial amount of R50 million was made available of which R27 million was spent in 2015/16 whilst additional preparatory work was done for implementation in 2016.17. A significant R122 million has been set aside which such allocation will go a long way to ensure that the decision highlighted in 2014/15 is ultimately realized towards the physical refurbishment of this institute, which will ensure the curtailment of expenditure aligned with training of employees.

Teacher shortage has and continues to be one of the challenges experienced by the department. This is evidenced by the high number of resignation in the past academic year. Notwithstanding, the department has continued to invest in our young people by making bursaries available for them to pursue a career in education. In this regard, an amount of R32 million in total , including the current commitments, has been set aside to recruit learners in the Mathematics, Science, Technology and Accounting subjects in order for them to start their teaching careers in 2017.

TRANSFORMATION OF THE SCHOOLING SYSTEM

In 2015/16, the department implemented the aspects of this programme that were not requiring funding e.g the renaming of schools. The anticipated consolidation in Sisonke District did not take place as such, in the 2015/16 financial year, R15 million is made available in order to progressively deal with the matter of small and non-viable schools and thus bring a better quality of education to these learners, where learners in these schools could be accommodated in boarding facilities. This allocation includes the schools that are already in part of the programme like Umsinga High School and Sukuma Comprehensive High School.

In 2015, teaching and learning in multi-grade schools was boosted through the availability and implementation of the toolkit, so that assistance could be given to educators to implement the curriculum within that environment. A total of 260 subject advisors in the General Education and Training band were trained, who in turn trained and interfaced with educators at a cost of almost R2 million. In order to monitor the implementation thereof, a structure at the level of the district has been set up, the start being the availability of a district coordinator to monitor the implementation.

As part of the Province's prioritisation of youth empowerment, in line with the Transformation, Modernisation and Reindustrialisation agenda, the department of education is facilitating youth access to economic opportunities through training, learnerships, internships, etc. Our intention is to ensure that our learners are adequately equipped and can competently face up with the challenges of the world of work or to meet the demands of further and higher education.

Our youth can no longer become mere observers in the development of the country's economy. We need to accelerate the Turn-Around Strategy of the national youth development programme so that we reduce the number of unemployed youth and establish diversion programmes for them.

The mantra of the KwaZulu-Natal Department of Education says, "Together, moving South Africa forward through quality education and skills development". To this end, we are proud to report that 305 secondary schools are currently offering technical subjects, with 36 of these schools are offering the full complement of all technical subjects. These schools may be referred to as fully-fledged technical high schools. Through the Mathematics, Science and Technology Conditional Grant, a further 24 schools were supplied with machinery, tools and equipment in order to fully implement the new specialisation areas which are due in Grade 10 in 2016. During the 2015/2016 financial year, all teachers of technical subjects in the province received training on content as well as on the practicals. There are 360 teachers engaged in the teaching of technical

subjects in the Province, and 5279 learners at Grade 12 level offering one or more of the technical subjects. There is a further 7 624 learners offering the subject Engineering, Graphics and Design as part of the technical subjects bouquet of services. The recapitilization of technical schools is in line with the departmental vision to expand towards the 'Three-Stream Model' which incorporates Academic Schools, Technical Vocational Schools and Technical Occupational Schools.

The Mathematics, Science and Technology grant also provides additional funding towards the funding of this programme. As such the amount of R34.7 million of the total grant allocation has been set aside to resource schools with workshop tools , equipment and machinery, the supply of mathematics, technology and science kits and apparatuses, and to provide technology, science and mathematics consumables. An additional amount of R5million has been allocated for the provision of consumable and resourcing thereof.

Revitalization of Agricultural High Schools

The KZN Department of Agriculture and Rural Development (DARD) and the KZN Education department have signed a memorandum of Agreement (MOA) on the Revitalization of Agricultural High Schools in the province.

The identified schools are James Nxumalo Agricultural High School and Vryheid Landbou in the Zululand District, Weston College, Zakhe Agricultural Schools in the Umgungundlovu District and Shakaskraal Secondary in the Ilembe District. As part of this MOA, my colleague and MEC for Agriculture and Rural Development, Honourable Cyril Xaba has put aside a grant for these 5 schools over a period of three years i.e. from 2015/2016 to 2017/2018 financial years. First allocations were made available to these schools in December 2015. The grant will support the Agricultural schools in the refurbishment, purchase and development of infrastructure; human resource development; ICT connections and updating; development of agro-processing skills and forging community involvement.

Furthermore, and as part of revitalizing the rest of the agricultural schools in the province, it feels me with great pleasure to announce that this financial year 2016/2017 we have set to embark on an ambitious project where all schools offering Agricultural Sciences will be assisted to start a school garden. Schools will be supplied with basic implements, fertilizers, seeds and other materials. These gardens will not only be used for demonstration purposes, but they will also be used to supplement the NSNP food supplies at these schools, improve the aesthetics of the schools and also generate revenue for the schools by allowing them to sell their food products to the surrounding communities. This is part of the drive to entrench agriculture as a viable option to guarantee access to sufficient, safe and nutritious food in order to maintain a healthy and active life, especially among rural and poorer communities. For this purpose, we have put aside R5m grant for the support of the schools and learners doing Agricultural Science as a subject.

Expanding Maritime Education in KZN

The KZN DoE has a mandate to achieve the objectives of the National Development Plan and Operation Phakisa for the Blue Economy which was launched by the President in October 2014. The progress made thus far can be attributed to the budget allocation of R5million to Maritime Project in the 2015/16 financial year.

There are twenty one (21) schools that offer Maritime Economics as part of their curriculum spread across eight (8) districts in the province. Four (4) of these schools offer a full package of Maritime subjects that is; Nautical Sciences and Maritime Economics and are presenting the first Grade 12 learners offering Nautical Sciences in 2016. There are 25 teachers teaching Maritime Economics in these schools with 1794 learners exposed to the field from Grades 10 to 12. In 2015/16 budget, 14 out of 21 schools were supplied with resources for both Maritime Studies subjects. All teachers teaching Maritime Studies subjects were trained on both content and methodology. Learner camps were provided for all 125 Grade 12 learners in 2015 for consolidating what they learn in class.

We continue to expose more of our learners to the Maritime Industry. This year in February, up to 900 learners from all our schools that offer Maritime Studies attended a Career Expo at the Durban Exhibition Centre as part of the Maritime Summit organized by EtheKwini Maritime Cluster. Further, 66 learners doing Nautical Sciences were trained in basic sailing course where they have also sailed in boats and competed with other schools, as required by the curriculum. Generally, whereas we had 5 schools presenting Maritime Economics at Grade 12 in 2015, this year that figure has grown to 16 schools across the province.

ESTABLISHMENT OF YOUTH DEVELOPMENT DIRECTORATE

Honourable members, KZN is in a process of establishing the Youth Development Directorate which will be fully responsible for skills development in youth in support of the Economic Growth Strategy of the Province. Amongst the number of areas where the Directorate will be focusing on, is the coordination of all programmes aimed at assisting learners who fail their Grade 12 (second chance programme).

PROCUREMENT AND DELIVERY OF GRADE-APPROPRIATE LTSM TO ALL LEARNERS IN ALL PUBLIC SCHOOLS

Procurement of LTSM in KwaZulu-Natal is managed in line with the Basic Education Sector Plan for the procurement and delivery of LTSM to all public schools.

In that regard the province was able, through central procurement, to deliver the 2016 textbooks and stationery to schools by 30th November 2015 and the province was therefore ready for teaching and learning on the first day of the 2016 academic year. There were few LTSM queries that were addressed on 11th – 15th January 2016.

The procurement and delivery of teaching and learning support material to schools timeously formed part of the performance measures to assess the state of readiness of the KwaZulu-Natal Department of Education for the 2016 academic year. The 2015/2016 LTSM Budget Allocation for public ordinary schools, including Grade R, was R 1 365 854 252.77. The breakdown was as follows:

- Grades 1 – 12 LTSM Allocation = R 1 274 711 764.05
- Grade R Allocation = R 91 142 488.72

The province made LTSM budget provisions for 5 912 public ordinary schools. 3 155 of those were schools without Function C and the other 2 757 were schools with Function C. Grade R LTSM for the 3 964 classrooms included stationery, textbooks and core materials for the 2016 school year.

Honourable Members, we have prioritized the provision of Braille and Large print material. There are 6 schools in KwaZulu-Natal that cater for the needs of learners who are blind and learners who have low vision. And in addition, 4 Special Schools have established specialized units and programs to accommodate blind / low vision learners. In 2015/2016 an amount of R550 000, 00 was factored into the subsidy allocation to these schools for the required devices and equipment, LTSM and training in Braille and the use of related technology in education of the blind learners.

A further R2 million was availed in the 2015/16 financial year to establish and develop 3 Braille Resource Centres. It is anticipated that the establishment of the 3 Braille Resource Centres would fully support schools in adapting LTSM for all subjects and all grades, to suit the needs of Blind learners.

In KwaZulu-Natal there are 8 Schools for the Deaf that implemented South African Sign Language (SASL) CAPS in 2015. Additional to these are 3 Special Schools with units/programs for Deaf learners that procured the prescribed LTSM and equipment and are officially implementing SASL CAPS. It must be noted that all Special Schools procured grade appropriate and adequate LTSM and workbooks for the 2016 school year.

Honourable Members, we will continue to monitor and support special schools to ensure that appropriate LTSM is available for the successful implementation of SASL CAPS and Blind Education.

It is my pleasure to report that successes in the procurement and delivery of the 2016 LTSM included, among others, the following:

- Delivery of all material to schools before end of 2015 in preparation for 2016.
- Central procurement and delivery of more than 4 million copies of textbooks to schools.
- Delivery of Grade R material to schools for 3 964 classrooms in public ordinary schools.
- Transfer of R 598 113 497.56 to schools with Function C for school-based LTSM procurement.
- February/March 2016 audit of school-based stationery and textbook procurement by Function C schools which provided valuable lessons to the Department and will inform future planning and procurement of LTSM. The audit also highlighted the need to strengthen textbook retention and retrieval strategy in all schools.
- Provision of Grade 10 CAPS 2 English Technical Subjects textbooks.
- DBE workbooks were delivered to all schools and queries, including shortages, were addressed accordingly. The DBE workbooks were also delivered to special schools.
- The KZN DoE secured an amount of R2 million from Provincial Treasury for procurement of SASL LTSM for all implementing schools.

Our priorities with procurement of 2016/2017 LTSM school year will be on:

- Grade 12 literature for implementation in 2017.
- Grade 11 CAPS 2 Technology Subjects textbooks for implementation in 2017.
- Grade R LTSM
- Top-ups for all grades towards universal textbook coverage.

Although we may never say this is enough, but the LTSM budget allocation for 2016/2017 is R1.4 billion.

The province is consciously aware that its resource provisioning strategy should in part support the province's objective of improving the quality of Mathematics and Science teaching and learning through its Mathematics and Science strategy. The province is showing a steady progress towards this goal in spite of the limited financial resources available.

EARLY CHILDHOOD DEVELOPMENT

The General Household Survey (GHS) points to 95% of all first-time Grade 1 learners in the province having received schooling in the previous year. Whilst improvements in the numbers are clearly a move in the right direction, in the NDP and elsewhere; concerns have been raised about how to monitor and improve the quality of ECD so that it truly strengthens schooling in the later grades, thus the focus in 2016/17 will be on the provision of quality education. In order to achieve this, a budget of R166 million has been set aside.

In this regard, one thousand (1 000) Pre-Grade R practitioners will be assisted in attaining their NQF L4 qualification through the Further Education and Training Institutions (now referred to as TVET) and they will be provided with the necessary core-material per practitioner. The budget set aside for the Pre-Grade R programme, which includes stipends payable to the practitioners is R38.5 million. R12 million will be utilised for subsidizing stipends in Community Centres.

The department has a responsibility with respect to the provision of the Curriculum Training for the 0-4 year olds. In this regards, curriculum training will be given to 2 500 care givers as well as provision of core-training material provided at a cost of R7 million. The department will pursue and pilot the concept of model crèches. In this regard, 15 creches in total at Umzinyathi, Othukela and Amajuba catering for almost 600 learners (0-4 year olds) will be provided with the required resources as well as get the benefit of trained practitioners at a cost R1.3 million.

Public schools with Grade R classes have been allocated a total of R108 million to cater for the furniture and equipment in those classes that are without or those that require

additional resourcing, provision of Learner Teacher Support Material and to allow for the cash transfers to these schools so that they can be able to deal with the immediate requirements as and when they occur.

JIKA IMFUNDO

Honorable Members, in my last two budget speeches I have reported on the work that is being done by the Department in the Jika Imfundo campaign. I am pleased to report that we continue to make progress and have started planning processes for rollout across the province. The District Directors and staff of Pinetown and uThungulu, with the support of the Curriculum and Institutional Development and Support Branches of Head office, drive Jika Imfundo. We are improving learning outcomes by improving curriculum coverage. We provide tools and training at both District and School level that promote routines of professional and supportive conversations about curriculum coverage based on evidence. Jika iMfundo focuses on the core business of teaching and learning and is our strategy to execute all our current mandates –including Action Plan 2019 and the National Learner Attainment Strategy.

There is evidence that 90% of Foundation Phase teachers in these two districts are now planning, tracking and reflecting on curriculum coverage in the first year of implementation of Jika iMfundo at schools level.

We can demonstrate that more Principals in Schools are regularly meeting and supporting teachers to monitor and solve problems of curriculum coverage. One of the Principals sums up this change: “The Jika iMfundo tools are very useful and user-friendly. They help the HOD identify all the teachers who have covered the curriculum and those who have partially covered it. It enables the HOD to identify the challenges faced by each teacher and to find means to support them individually. It opens opportunities to have professional conversations to support one another. The curriculum areas that were not covered are no longer an individual issue but are being discussed at the round table & the SMT is able to advise the next grade teaching team on curriculum areas that need attention”. In visits to schools, teachers are saying that

the tools and training have helped them and that they can see an improvement in learning. The Department has started planning for rollout across the Province at the request of the other 10 Districts.

By the end of April, circuit managers in Pinetown and uThungulu will have built a complete Jika iMfundo baseline of curriculum management information and other school management data for all schools. This will provide a dashboard of data to assist circuit managers and subject advisers to work across silos to ensure data driven problem solving and support to schools. And we have commenced with the training of district officials and principals in both districts on the benefits of SA-SAMS as a management tool with aim of ensuring officials begin using data for decision-making.

READING AND LIBRARY INFORMATION SERVICES

The Department is proud to announce the launch of the **1000 School Libraries Campaign** initiated by DBE. This Campaign aims at providing 1000 school libraries nationally to respond to the need of providing more access to information for curriculum enrichment. In KZN, we have the quota of 246 libraries which is the highest number of school libraries to be established based on the number of learners in the province. These school libraries will equip learners to make a meaningful contribution to the global world without fear of being inadequate. It is undeniable that the 21st century learners need to be information-literate in a complex information environment of this era. To date, this campaign has accomplished the following:

- Provision of 36 Mobile trolleys to multi-grade schools
- Implementation of the Library Assistants Learnership to 25 schools in Zululand and Ilembe Districts which recruits unemployed youth in the communities
- Library material will be distributed to 246 schools in 2016/17 financial year

To ensure effective utilisation of the library materials provided, the Department has partnered with the University of Zululand, UNISA and the University of KwaZulu-Natal in ensuring that teacher-librarians obtain a qualification in school librarianship. 121 teachers graduated in the post-graduate diploma in school librarianship at the University

of Zululand in May 2015 and 65 will be graduating in 2016 in the same qualification. In 2016, UKZN has an intake of 49 teachers who are doing the postgraduate diploma in library and information studies for two years part-time at NQF level 08 and UNISA has 65 teachers who have registered for a one-year certificate at NQF level 7.

On Reading Promotion, the Department of Basic Education has again initiated the **Read-to-Lead Campaign** which aims at building a reading culture in schools. This campaign will be driven by identified Reading Ambassadors and Departmental officials. Its main activities include formation of Reading Clubs, Celebration of Literacy Days, establishment of reading corners/ classroom libraries, mobile library services etc. As part of this campaign, the Department is promoting the setting aside of 30 minutes for reading in all schools to raise a nation of readers.

The Education Library Information and Technology Services (ELITS) project was a beneficiary of R29 million in 2015/16 towards the procurement of library materials which is currently being distributed to schools. For the 2016/17 financial year, R10 million has been allocated for similar purposes.

INTEGRATION OF INFORMATION, COMMUNICATION AND TECHNOLOGY (ICT) IN TEACHING AND LEARNING

The case for the use of ICT in teaching and learning as well as e-Learning cannot be delayed further. Across the world, systems are increasingly using technology to boost their education results. Preliminary results suggest that learners at these schools are performing better than their peers in the socio-economic group.

However, technology is not a panacea that will resolve all of KwaZulu Natal's education challenges! School administration needs to work and teachers need to have the

required curriculum and teaching knowledge. Technology is a catalyst to help teachers deliver more engaging classes and become more efficient at preparing lessons and assessing learners.

Madam Speaker, I am pleased to report that the Province of KwaZulu Natal has made indelible strides towards achieving a paper-less classroom. An initial R40 million has been set aside to further the interests of curriculum integration which will be achieved through the ICT Operation Phakisa programme.

A Cloud Based e-Learning and e-Content portal will be created and associated directly with the Department's own web portal. This will facilitate an integration of both administrative and school based data providing both meaningful information for administrative purposes as well as free flowing communication mechanisms between schools and the Department. The e-Learning areas of the portal will contain unique pages for each District, section, and school allowing parents, learners, teachers, principals, and officials access to live information directly relevant to their areas of interest.

The e-Learning portal once developed will be available to the 2000 schools throughout KZN that already have devices and connectivity. In addition 200 schools are being targeted for the 2016/17 financial year for the provision of devices and connectivity to thereby increase that number to 2200 schools by year end.

Each of the 200 schools will be receiving a package including technological devices. It will also include the establishment of a wireless network in the school as well as connectivity.

Content will be sourced from freely available open sources such as MindSet, Khan Academy and other National Department of Basic Education approved sources. This content will include full simulations for the available subjects, for example Chemistry experiments which learners will be able to take active participation in. Further

development of e-Learning content is planned to become a part of regular activities within the Department.

In addition, the funding that is available through the Mathematics, Science and Technology grant, with an allocation of R62.453 million of which R24 million will contribute towards the ICT strategy implementation through the provision of computer hardware and software, provision of broadcasting equipment and supplying the schools with the necessary connectivity.

SCHOOL SAFETY

The KZN Department of Education is committed to preventing, managing and responding to safety incidents and in so doing, creating a safe and supportive learning environment in all schools. The National School Safety Framework (NSSF) is developed in order to provide an inclusive strategy to guide the department of Education in a co-ordinated effort to address the violence occurring within schools. Safety within schools is not merely the absence of violence, but encompasses many other aspects critical to school safety that are not covered in this framework, such as health, infrastructure, occupational health, disaster risk management and curriculum design. The NSSF focuses only on the levels of violence that are plaguing schools to provide a guide on managing the school to be a safer space, making sure the appropriate structures, policies and enabling environment in place, as well as to direct school management and all within the school towards appropriate remedial and preventative interventions.

To this end the department aims to create a safe, violence and threat-free, supportive learning environment for learners and educators as well as for all staff employed in schools. To achieve this, we work collaboratively with other sister departments. There is a Memorandum of understanding between KZN DoE, Department of Community Safety and Liaison and South African Police Services which was signed on the 4th of March 2016 at Ezakheni TVET which requires that all schools are linked to the local Police Stations and that all schools have functional School Safety Committees established. So far 3937 (65%) in the province have complied with this requirement.

We prevent violence in schools as part of a wider initiative to make women and children in schools safe. We do this by focusing on transforming values and behaviours that have made violence (and especially GBH) normal in our society. We believe by going to the roots of violence this approach can bring about changes that are sustainable. This programme also supports the National School Safety Framework. Search and Seizure and drug screening are some of the strategies which are conducted as the Education Laws Amendment Act provides.

Incremental Introduction of African Languages (IIAL)

The Incremental Introduction of African Languages (IIAL) policy aims to promote and strengthen the use of African languages by all learners in the school system. The strategy was piloted in Grades 1 in 2014 in 15 schools that were not offering any previously marginalised indigenous language. Honourable Members, we have identified 300 schools that will incrementally introduce IsiZulu. As a first introduction 100 schools will receive educator posts that will be sourced from surplus educators. KZN Circular 3 of 2016 was issued to schools to give guidance in this matter.

Second Chance Matric Programme

This programme is targeting the learners that failed grade 12 between 2008 and 2015. The pilot programme is funded by DBE and it is running at uMzinyathi and Ilembe Districts in the Province.

The programme involves face-to-face tuition and the use of Digital content. The Province intends to invest an amount of R2m to expand the programme to other Districts.

CO-CURRICULAR ACTIVITIES AND THE ENHANCEMENT OF TEACHING AND LEARNING

The Co-Curricular Programmes are an important part of the school academic programme by their very nature of supporting the Curriculum directly and indirectly. The activities are aligned with the Curriculum thus ensuring a direct support of the school subjects with practical applications. Indirectly they develop skills which become instrumental in understanding concepts which otherwise would have been abstract and difficult to comprehend. Skills are transferable.

The Co-Curricular programmes include:

- Arts & Culture
- Youth Development and
- Sports

ARTS & CULTURE AS A CONTRIBUTOR TO COGNITIVE DEVELOPMENT

1. Choral Music - South African Schools Choral Eisteddfod (SASCE)

Choral Music explicitly supports music education in the classroom. Gifted learners can display their talent and improve their performance in music as a subject. In the same way, learners who do languages get enrichment in their language development skills. Prescribed songs also come in many languages, South African as well as International languages.

Music notation is in itself mathematical and inculcates capabilities to understand complex algebraic and geometric dimensions.

Music as a performing art has a psychological capacity to develop and relax the brain. Schools that have been constantly doing well in SASCE have also done well in academically – Zama High School, Impunga High School, JG Zuma High School, Arthur Blaxall High School, Mthwalume High School, Busana High School, to mention but a few.

KZN has been for the past 4 years the leading Province in the National SASCE competitions which are held every year. In the 2015 National Finals Mbalenhle,

Jobstown and Vusukukhanya obtained position 1 in the Intermediate Phase. Busana, Birdswood and Amazulu obtained 1st position in the secondary B category while Mthwalume, Tholokuhle and JG Zuma received 1st position in the secondary A category. Ekwazini maintained their national status of number 1 in the opera music.

2. Cultural Activities

This is a programme of indigenous music and dance. It includes ingoma, amahubo, indlamu, gospel, isicathamiya and wedding songs. KZN is the only Province in the country that has this kind of music programme the purpose of which is to preserve indigenous knowledge, culture, identification and nurturing of talent.

YOUTH DEVELOPMENT PROGRAMMES

3. Drama

It benefits learners who do dramatic arts as a subject.

4. Moot Court Competitions

This is a mock court session debated in a court scenario with an applicant and defendant. The main source of reference is the Constitution of the Republic of South Africa. It promotes the learning and understanding of the Constitution mainly Chapter 2 which deals with Human Rights. The debate is conducted in English thus promoting English as a language. As it can be expected, learners who participate in Moot Court perform better in subjects that are delivered in English.

2 learners namely Mandisa Xaba and Nthabiseng Mbatha from Sakhelwe High School in UThukela District were amongst the 08 that represented South Africa at the International Competitions held on 12-25 January 2016 at the Hague in Netherlands.

5. Youth Citizenship in Action (YCAP)

YCAP seeks to develop leadership, research, communication, presentation and team work skills. Learners are mainly engaged in the identification of challenges which militate against good performance and adversely affect the day to day running of the school. They collect data, analyse it, interpret it and make their recommendations as a team on how such challenges could be curbed. In other words, if Matric pass rate is the challenge, they will analyse the causes and effect change.

Dlangezwa High School from UThungulu district obtained position 2 in the National Championships that were held on 22-25 July 2015 in which the judge, Justice Cameron of the Constitutional Court was one of the adjudicators

6. Southern African development Community (SADC) Essay Writing Competitions

Learners conduct research on a prescribed topic and write essays. They get information from libraries, newspapers, electronic media and the web. The Programme trains them to collect, process, analyse and interpret information and finally make deductions.

Mchitheki High School in Nongoma, Zululand district obtained 2nd position in the National SADC COMPETITIONS in May 2015.

7. Quiz Competitions

These competitions promote patriotism and nationhood. National symbols are prescribed for the competition. Learners have to master all the symbols and answer questions on them. The competition supports Life Orientation as a subject.

SPORT

Madam Speaker, sports in our schools remains a critical tool that we are using to develop the minds of learners and shape them into becoming great sports people. To this end, we have signed a Memorandum of Understanding (MOU) with the Department of Sport and Recreation to drive the development and transformation of school sport. The MOU clearly outlines the roles each department should play. We must also applaud the Department of Sport and Recreation for their passion and desire to see sport being improved in our schools. We further commend the Department for their contribution in sport infrastructure in 63 schools in the last three years. Schools benefited through the construction of combination courts that allows for netball, volleyball and basketball to be played.

Sport ensures that children develop their physical and motor capabilities to lead active healthy lives – a major factor in preventing non communicable diseases and thus decreasing absenteeism. It informs, equips and motivates children to make healthy lifestyle choices by integrating sport and physical activity with health education programmes. It improves children’s relaxation, concentration and mind-set in school helping them to focus and learn. It provides them with an opportunity to have fun and stay in school. By its very nature sport helps children understand and overcome barriers to physical activity.

All 16 codes of sport play a vital role in cognitive development.

8. Chess

The programme enhances thinking skills, how to strategize, how to defend, how to attack and anticipation.

9. Umlabalaba

Teaches them calculative movement and quick decision making

10. Athletics

It promotes mental strength, pacing and endurance.

Inspite of poor sporting facilities in schools, KZN obtained position 2 in the National Top School Championships held in Pretoria in December 2015.

Better sporting facilities will go a long way in promoting education through sport. The data collected through sport can be used in mathematics lessons. Match reports can develop literacy skills and the motion, movement and execution of sport skills can be analysed in science

Co- Curricular Programmes inculcate positive behaviours such as commitment and resilience, positive values such as respect and personal excellence, life skills such as communication and team work.

For 2016/17 Co-curricular Programmes have been allocated R15 million.

BUDGET FOR 2016/17

The budget for the department is R45, 464, 373 billion, however of this amount R31 892 million is not available for spending as it is a first charge for unauthorized expenditure

incurred in 2013/14. This leaves a budget of R45, 432, 481 billion and is implemented through the following programmes:

Programme Reference	Programme Name	Amount R'000
1	Administration	1,833,037
2	Public Ordinary Schools	37,899,641
3	Independent Schools Subsidies	81,941
4	Public Special Education	1,020,360
5	Early Childhood Development	803,579
6	Infrastructure Development	2,509,501
7	Examinations and Education Related Services	1,316,314
	Total budget for the department	45,464,373
	First Charge due to Unauthorised Expenditure	(31,892)
	Total Budget Available for spending	45,432,481

CONCLUSION

Madam Speaker, former President Nelson Mandela once remarked that “What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others that will determine the significance of the life we lead.” Indeed, we have done so much with the sole purpose of making a difference in the lives of learners in this province. We have and are still continuing to lay a solid foundation for a better life for all our learners who are the future of this country.

I wish to express my heartfelt gratitude to all the men and women who have immensely contributed towards the improvement of our education system in the province.

Let me also reiterate my sincerest gratitude to the African National Congress for affording me the opportunity to lead this important Department. I would like to also thank all the Members of the Executive Council of KwaZulu-Natal led by the Honourable Premier Mr ES Mchunu for their guidance that they have afforded me during the course of the year. The same gratitude goes to all the oversight committees: the Education

Portfolio Committee, Finance Portfolio Committee, and Standing Committee on Public Accounts as well as the office of the Auditor-General (AG), who have all ensured that we execute our mandate optimally. The African National Congress Sub-Committee on Education and Health has also ensured that we do not lose sight of the gigantic task that has been placed on our shoulders. Our social partners such as the labour movement, School Governing Body Associations and parents have also played a crucial role in improving our education system.

The Head of Department Dr Nkosinathi Sishi with all his senior management have also done a great job in ensuring that our Department is able to discharge all its responsibilities properly. We thank them for their sterling work.

Last but not least, let me thank my family for always being supportive and understanding that our work demands that we sometimes work very long and irregular hours.

In closing let me remind you of the words of wisdom and encouragement by Julius Nyerere who once said, "If the door is shut, attempts should be made to open it; if it is ajar, it should be pushed until it is wide open. In neither case should the door be blown away at the expense of those inside"

I thank you