



GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

Honouring the legacy of Albertina Sisulu and Nelson Mandela

**2018/19 MTEF Budget Speech - Vote 5: Education by
Mr Panyaza Lesufi, Member of the Executive Council for Education
Gauteng legislature – 28 June 2018**

Madam Speaker
Honourable Premier
Deputy Speaker
Honourable Members of the Executive Council
Honourable Chief Whip and Leaders of Opposition Parties
Honourable Member Joe Mpisi, Chairperson of the Education Committee
Honourable Members of the Education Committee
Honourable Members of the Legislature
Leadership of Teacher Unions
Leadership of the Congress of South African Students (COSAS)
Leadership of School Governing Bodies
Invited guests from the education community
Officials of the Department of Education
Honoured guests
Comrades and Friends

Thobela!

Madam Speaker, we have laid a firm foundation over the past 4 years, toward establishing Education as the Apex priority and accelerating the social transformation and modernisation agenda we articulated as part of the Transformation, Modernisation and Reindustrialisation (TMR) programme at the start of this administration.

But first, may I remind the house that I had previously said that we are on the cusp of a global shift in production toward a fourth industrial revolution. This shift has necessitated the adoption of radical, progressive approaches to curriculum which compelled us to innovate and to disrupt the conventional ways of teaching and learning. It has also required us to challenge the traditional institutional models of how the education system should be structured and should operate, and the values on which we would build such a system.

Our ten pillars plan for Education, aligned to the provincial pillars of the TMR, and supported through the 2018/2019 budget, has given robust expression to this vision.

Honourable members, as I present the Education Budget Vote 5 for the 2018/19 financial year, let me start by acknowledging the inspirational leadership of one of the greatest women of our times: anti-apartheid activist and stalwart, **Nontsikelelo Albertina Sisulu**. Ma Sisulu, as she was affectionately known, hailed from the Transkei, where she was born in 1918.

Ma Sisulu was the wife of fellow anti-apartheid activist, Walter Sisulu, but she was also a leader in her own right. She charted her own course, as part of her contribution to the broader struggle for freedom and democracy in this country. She was the national co-president of the United Democratic Front at its inception in 1983. She later joined the ANC Women's League and was elected deputy president and treasurer from 1959 to 1990. In 1994 she became a member of Parliament, retired in 1998 and later passed on at her Johannesburg home in 2011.

Ma Sisulu suffered gross brutality under the Apartheid regime. Due to her own, and her husband's political activism, she was repeatedly detained, banned, placed under house arrest and kept in solitary confinement. She became the first woman to be arrested under the General Laws Amendment Act, in which she could be held in detention for 90 days without being charged.

In recognition of her stellar contribution to our country's struggle for liberation, she has been the recipient of multiple international human rights awards, including the honorary citizenship of Reggio nell'Emilia, a town in Italy, in 1986. She was also awarded an honorary doctorate by the University of Johannesburg in acknowledgement of her revolutionary role in pre-1994 South Africa. Indeed, she was a '**woman of fortitude**', as she is often referred to as, and it is that steadfastness, which earned her the title of '**mother of the nation**'.

It is with much love that the centenary celebrations this year honour both her legacy and that of the great Tata Nelson Mandela. Today, we are all called to greatness. We are all called to 'be the legacy' for which Nelson Mandela is renowned for all over the world. For his life of sacrifice and selflessness embodied the deepest commitment to the ideals of the freedom charter and of our constitution we have ever witnessed. It is a commitment that resonates with all of humanity and transcends religious, ideological, political and geographic boundaries.

Members, let us pause to reflect on the calibre of leadership we have witnessed through the lives of Ma Sisulu and Tata Mandela. Never before have we been ceased with such an immense moral obligation to take forward their life's mission and make it a reality for all, but especially for our children. I want to argue that we have begun to honour their legacy through the vision for Education which we have made a reality in Gauteng.

As we celebrate the 42nd anniversary of the historic June 16, 1976 student uprisings this June month, we are also recommitting to this calling.

The year 2018 is a moment in time, when the wisdom of our elders and the courage of our youth, compel us to imagine a country and a world more boldly than we have ever done before.

Honourable Speaker, the year 2018/19 marks the consolidation of our five-year delivery period. I will begin by summarising what I believe are some of the key achievements in Education over the 5th administration. I will further indicate how the 2018/19 budget will fund our priorities as we approach the end of term.

In terms of the overall budget

Despite the tough economic conditions facing the country the provincial education budget has seen above inflation growth. The Department's total budget for the 2018/19 financial year amounts to R45,2 billion. This represents an increase of R4,3 billion (10,7%) from the previous year. The budget grew by 42,9% from 2014/15 to 2018/19, an increase of R13,5 billion over a period of five years. The budget is anticipated to grow at an average annual rate of 7,5% over the medium-term. This shows the commitment of the ANC government to education as a national priority.

In 2018/19, R42,9 billion or 94% of the R45 billion total budget is allocated through the **equitable share**. R2,3 billion or 6% is funded through **conditional grants**. Conditional grants mainly comprise of the Education Infrastructure Grant (60% of the total conditional grant funding) and the National School Nutrition Programme (35% of the total conditional grant funding).

The Compensation of Employees remains the largest cost centre of the education budget, amounting to **R33,7 billion or 75%** of the total budget. This reflects an increase of 11.5% or R3,4 billion from last year. This increase is mainly attributed to the filling of all key vacant posts and providing for inflation related salary increases. In addition, **R4,4 billion or 10%** is allocated to **Transfers and Subsidies** mainly for subsidies to schools and **R1,5 billion or 3%** which is allocated to pay for **capital assets** in 2018/19.

Public ordinary schooling sector, remains the largest sub-sector of the provincial education system, being allocated the lion's share, R34,4 billion or 76%. We spend on average 7% of our budget on Administration, which despite the size of the department makes us one of the most cost effective bureaucracies. In addition:

- Public Special School Education, is allocated R2,68 billion or 6%
- Infrastructure Development, is allocated R1,69 billion or 4%
- Examination and education-related Services, which is allocated R1,5 billion or 3%
- Independent School Subsidies, which gets R731 million or 2%, and
- Early Childhood Development, which receives R809 million or 2%.

Promoting a non-racial education system

Honourable speaker, I believe the single biggest achievement of this administration is that we have successfully re-asserted the right of the African child in Gauteng to access the highest quality basic education. It has been, and remains, a concerted fight, but we have managed to persuade even the highest court, the Constitutional Court, that this matter was of such gravity that it required the entire nation to refocus on the values and principles of freedom, justice and equality, which our Constitution

espouses. These values are given concrete expression in the NDP, MTSF, TMR and Basic Education sector plans.

Education in Gauteng has led an agenda for transformation of our schooling landscape which has unearthed deep divisions, mistrust and tensions in society at large. It has exposed institutional cracks and systemic biases. It has shown up how the privileged conspire to preserve the status quo, to the exclusion of the majority. I vowed when I took office, that under my watch, this state of inequity, of double-standards and of blatant prejudice would not persist.

We had further committed to building an inclusive education system, where every child in Gauteng, regardless of their origin, would be welcomed and treated as one of our own. The doors of learning have indeed been open to the thousands of children whose parents took the courage, and whatever little means they had, to traverse borders in search of a better life.

Our policies of no-fee schooling and exemptions have made it possible for every learner to find a space in our schools. And yes, we have been criticised because our classrooms are overflowing, our toilets cannot sustain the extra load, our transport routes and feeding scheme have had to extend to so many more learners than what the fiscus would allow for. But we made an undertaking that in Gauteng, every learner would be given a chance at life. For without even a shot at a learning opportunity, these poor children would forever remain in a cycle of inter-generational poverty and remain systematically excluded from the promise that the 4th Industrial revolution holds.

Therefore, since the start of the term:

- A total of 1 314 109 learners in 1 397 schools Public Ordinary Schools benefited from the 'No Fee Schools' policy
- The Department provided nutritious meals to 1 445 567 learners in No-Fee schools.
- A total of 114 775 qualifying learners were transported throughout the Gauteng Province. Buses that were used for Learner Transport were subjected to compulsory testing at least once per annum during school holidays as part of the New Tender compliance.
- A total of 4 864 patrollers have been deployed in priority schools to secure schools.

Madame speaker, over the last two years, we took forward the mandate of the Constitutional Court that the Department must determine feeder zones for schools in the Province after consultation with stakeholders.

The Department has undertaken to fulfil this mandate based on the principles of access, redress equity and fairness to ensure that learners no matter where they are will have access to quality education.

And may I indicate to this House, that even as the Court judgement categorically affirmed the Departments position, we still face lots of opposition from those with an interest in preserving the privilege of a good education to only a few. Some schools

insist on subverting the Learner Admissions policy by for example, continuing to exclude learners on the basis of language.

The Department has made significant progress in consultation with key stakeholders, to finalise the necessary inputs into the determination of feeder zones, including an audit of all schools to confirm the physical space to accommodate learners.

What remains is for us to finalise the policy on the delimitation of feeder zones, finalise the amendments to the Admission Regulations and the related public consultation processes and ultimately, to publish the final feeder zones. This process will culminate in November 2018 and the changes in the admissions processes, commencing in 2020.

I want to focus on some of our key achievements since the start of this term

Key achievements

Some of our most significant achievements in Education in the last 4 years include the following:

1. We have promoted a non-racial schooling landscape including through our work in execution of the Constitutional Court's instruction that the Department delimit Feeder Zones within a defined period.
2. Education has sustained consistently outstanding matric performance and overall high quality of schooling since 2014.
3. The implementation of the ICT and E-learning programme in identified schools and Grades has greatly enhanced teaching and learning in our schools.
4. We have continued to enhance the Online Admission Application platform that has eliminated inefficiencies and rooted out corrupt admission practices;
5. We have introduced Schools of Specialisation across each of the Province's 5 economic corridors.
6. We have paired schools under the School Twinning Programme, for the sharing of infrastructural resources and facilities, as well as cross-cultural and management exposure.
7. We have begun to systematically improve school functionality through implementation of the Whole School Improvement methodology.
8. We have increased our support and resourcing of inclusive education through special schools and full service schools, with a special focus on autism;
9. We are addressing both the backlogs as well as growing demand for infrastructure, especially in townships, and with a strategic focus on maintenance.
10. We have intervened in school governance, including support to SGBs.
11. The Department is supporting learner development post-schooling through career guidance, bursaries, internships, learnerships and workplace skills placements, contributing to Tshepo 1 million.
12. Education has improved its financial and non-financial performance over time, including the payment of suppliers within 30-days, consistently unqualified audit outcomes and reducing irregular and unauthorised expenditure.
13. We are instituting the necessary systems and controls and governance arrangements, including enhanced risk management, policies and procedures, toward clean government; and

14. We are increasing the percentage of our procurement spent on township-based, particularly black youth- and women owned enterprises.

I will elaborate further on these achievements in a moment.

1. Matric performance

Honourable Members, the performance of Gauteng in the National Senior Certificate (NSC) examinations must be viewed in the context of the unique and complex nature of the Gauteng education system, most importantly:

- the high number of full-time and part-time candidates: this makes the NSC examinations in Gauteng the second largest in the country after KZN; and
- the number of languages offered: Gauteng has the only Education system in the country that offers examinations in all official languages and in addition offers at least 7 non-official languages.

Notwithstanding the complex nature of this system, I am equally pleased to note significant progress that has been achieved over this term:

- In respect of district performance, over the 5-year period, most districts achieved a pass rate annually of above 80%. 14 of the 15 districts in the province have achieved a pass rate of 80% and above by 2017.
- In township schools, we have increased the number of schools, including township schools that have achieved a 100% pass rate, from as few as 5 township schools obtaining 100% in 2014, to 128 in 2017.
- The number of schools that achieved below 60% has also dropped progressively, for example, from 49 in 2016 to 36 in 2017.
- With regard to subject performance, the system has sustained good performance in subjects like English First Additional language and Tourism, where we retained a 99% average pass in both subjects from 2014 to 2019.
- We have also improved our performance in subjects like Economics, Life Sciences, Accounting, History and Physical Science:
 - Economics improved from a 77% pass rate in 2014 to 83% in 2017
 - Life Sciences improved from a 80% pass rate in 2014 to 84% in 2017
 - Accounting improved from a 72% pass rate in 2014 to 76% in 2017
 - History improved from a 92% pass rate in 2014 to 94% in 2017
 - Physical Science improved from a 68% pass rate in 2014 to 70% in 2017
- Regarding Bachelor and Diploma passes:
 - We have seen an increase in the percentage of learners who attained Bachelor and Diploma passes over the years: 35,74% obtained Bachelor passes in 2015, compared to 35,97% in 2017. 34,47% obtained Diplomas in 2015 to 35,40% in 2017.
 - We have also seen a reduction in the learners who passed at the Higher Certificate level, from 14,1% who obtained Higher Certificates in 2015 to 13,7%.
- With regard to no-fee schools performance, there has been a significant increase in the number of No- Fee schools (from 129 in 2016 to 144 in 2017) performing above the provincial average of 85%.

- In respect of ICT schools' performance, by 2017, more than 94% of our ICT Schools that offer matric are performing above 60%, with a total of 205 of the 377 schools achieving above 80%.
- Regarding progressed learners, the Department has experienced a sharp increase in the number of progressed candidates, with a total of 13 574 candidates being categorized as progressed in 2017. Our data indicate that of a total of 5 026 progressed learners, 3 502 (69%) passed the 2017 NSC examination; with 258 (7.38%) obtaining bachelor passes. The intervention programmes implemented to support these learners contributed enormously to their achievements.

Much of the success we have achieved over the years can be attributed to our intervention targeting under-performing schools, like the Secondary School Intervention Programme (SSIP) programme. By 2017, more than 50% (221) of schools that had underperformed historically, improved their performance by 2017. In 2018, we have redesigned the SSIP programme to be more targeted and differentiated. It now targets progressed learners, and differentiates moderate from high achievers.

In addition, in recognition of the pivotal role that teachers play in delivering quality education, since 2014/15:

- 44 419 educators have been trained in Technical subjects, science ICT, curriculum content and assessment.
- 8 536 educators have been trained in Language content and methodology.
- 9 453 educators have received training in Mathematics content and methodology.
- 810 special school educators have been trained over the past year.
- 4 750 SMT members received Leadership & Management training.

I would like to appreciate the role of teacher unions in ensuring we progressively improve the quality of our educators in Gauteng.

2. E-learning and ICT

Honourable members, through our ICT and e-learning curriculum, we have challenged the narrative that the implementation of ICT and E-learning in schools was unaffordable, unfeasible and simply unattainable. We have also challenged the idea that it was unsustainable to transform our township schools into functional, ICT-enabled learning spaces. We had detractors who mocked our vision, calling it 'ill-conceived'. They drew attention to every pothole we encountered along the way, whether in respect of tablet or smart board security issues, or in respect of the initial slow uptake of technology in some of our schools. They even went as far as to make the sinister insinuation that the ICT programme was nothing more than a way to enrich certain interests.

Today I can proudly say that we have positioned education in Gauteng on an irreversible path to modernisation. This is in line with the Province's vision of a modern public service.

Imagine a classroom where:

- Learners learn in a SMART way by accessing Digital content in the form of e-Books and Interactive Multimedia Digital content.
- In their e-Books they can make their own notes, highlight, insert book marks, save and retrieve them at a later stage for further usage.
- Interactive Multimedia Digital content is supported by Audio and 2 and 3-D animations which simplify complex concepts and bring real life experience into the classrooms.
- Examination preparations are enhanced by the use of Multimedia Digital Content as learners have access to a 'Teacher/Tutor on a Tablet Device' at any time, thereby giving learners an opportunity to learn at their own pace.
- Connectivity in classrooms promotes and enhances project-based learning and enables collaborative learning amongst learners and between learners and their teachers, thereby facilitating continuous feedback in classrooms.

As part of the strategic reorientation of education in the Province, Gauteng has achieved the following:

- a total of 36 full ICT schools and 373 no-fee secondary schools were visited to ensure that e-Content is loaded in all devices deployed to schools.
- 1 889 classrooms in Secondary Schools were refurbished.
- 2 157 LED Boards and Micro servers were installed in Grade 11 classrooms in no-fee secondary schools.

Ladies and gentlemen, this is a reality for every **learner** in a Gauteng ICT school today.

And what about educators?

- Imagine teachers innovatively planning their lessons and assessment activities on laptops, fully equipped with access to a variety of Digital Resources, including Lesson Plans, e-Books, Multimedia Digital Content and Assessment Banks.
- Imagine lessons being presented digitally through Interactive LED Boards;
- Imagine learning content being presented by Teachers, enriched with specialised subject software containing graphics and sound, thereby enabling learners to learn in an interactive and engaging manner;
- Imagine simulations and videos being used by teachers to bring to class real life experiences, enabling learners to have a better understanding of scientific .
- Imagine teachers using micro- servers in class enabling them to assess and receive instant feedback on learning progress, and can conduct pre and post assessments.
- Imagine teachers' being able to able to save time on administration through automation of many of their administrative tasks, thus allowing them to devote more time to actual teaching and learning.

Ladies and gentlemen, this is a reality for every **teacher** in a Gauteng ICT school today.

In respect of broadband access, not only have we ensured conversion of classrooms to an ICT-enabled environment through appropriate infrastructure, but we have also, in partnership with the Department of E-government, provided access to broadband through the **Gauteng Broadband Network**. In this regard:

- We have completed the Phase 1 rollout (which benefitted a total of 426 ICT schools) which specifically targeted township schools.
- Phase 2 of the Gauteng Broadband Network rollout is at procurement stage and is expected to further increase broadband access to the remaining schools starting this financial year.

Members, even though much of the focus in the public domain has been on the devices, at the heart of this intervention is the intent to introduce a curriculum that is radically different and that fundamentally transforms our teaching and learning spaces through technology. We had thus set a target for the **adoption of ICT** in schools as part of our broader vision of institutionalising e-learning across the system.

In line with this, later this year, we will implement the GDE e-Content Platform, which will amongst other things, provide a central reporting and collaborative platform for educators to co-create content, share experiences and collaborate around the use of education resources. This is further evidence of the way in which we are transforming mindsets, and changing teaching practices permanently, and for the better.

We have also enlisted the support of the best educational digital content developers and providers on an ongoing basis, to ensure that the e-Content provided to ICT Schools remains cutting edge and state of the art. This has supported our ICT integration activities. We are thankful for the contributions of organisations like Siyavula, Cyber Schools, and various publishers in this regard.

3. Online Admissions Applications

Madame speaker, one of our biggest successes, for which we have received several awards, is the Online Admission Applications system, which we introduced in 2016.

This system has greatly enhanced the transparency and efficiency of the learner admission application process in Gauteng. By allowing parents to access the system from a desktop computer or smart phone, it has greatly reduced the difficulties associated with obtaining access to a school. Through this system we have also begun to root out discriminatory practices amongst some schools, who unlawfully charged fee or refuse to grant learners access on the basis of language.

The system has further enabled us to strengthen our planning in order to better plan for how we will resource teaching and learning in each new academic year, taking into account learner numbers which we pick up through the online application process.

I wish to acknowledge the Department of E-Government, for partnering with us in delivering this solution and contributing to what has been an unqualified success:

- We have to date focussed on online applications for Grade 1 and 8 admissions. Applications take place from as early as April of the year prior to admission. Owing to the larger than anticipated number of applications received annually, we

have needed to extend our timeframes for the conclusion of placement of learners to later in the year.

- The majority of late applicants who visit our Operational Centres in January for example, even after schools had reopened, would not have applied by deadline, while a further contingent would be those who request relocations from Independent Schools or are moving from other provinces.

However, we can proudly say that all learners that apply on time are **offered** a place in schools by January of the year of admission.

In addition to intense advocacy campaign, we have also introduced system refinements, to improve the user experience, functionality, accuracy and reliability of the system.

Key refinements include:

- improved verification of ID numbers with Home Affairs;
- improved navigation on the system, including improved self-help functionality;
- establishment of operational centres across the 15 districts to assist parents that do not have internet access or are not internet savvy, including the use of libraries, schools and Thusanong Centres to assist parents;
- introduction of a centralised query management system, to assist parents;
- consultation with single-medium schools that may have to introduce an additional language.

We count our successful implementation of this programme as a major success not just for education, but for Gauteng.

4. Schools of specialisation

Honourable members, we had taken a policy position that in Gauteng, learners must have access to a specialised, modern, relevant, dynamic and responsive curriculum, that responds to the imperatives of the 4th Industrial Revolution. Our Schools of Specialisation, which I had introduced and reported on in this House over time, have become a pillar of a future Education system in Gauteng, part of our blueprint for the future.

As I had indicated then, the Schools of Specialisation respond to the provincial TMR programme by addressing critical skills shortages in prioritised skills areas. These skills align to the each of the Province's 5 economic corridors. Curriculum packages include: Maths, Science & ICT; Commerce and Entrepreneurship; Engineering; Performing & Creative Arts as well as Sports.

New subjects such as Maritime Economics, Nautical Sciences, Aviation, Entrepreneurship, Coding, Robotics and Artificial Intelligence are some of the areas also offered. I am especially excited that through these schools, opportunities will be created for learners to exit the schooling system with more than just a matric certificate, but an additional accredited certificate.

I had committed that Gauteng would progressively introduce 17 Schools of Specialisation by 2019, based on our resource availability. Today, I can proudly announce in this House that we established 11 Schools of Specialisation:

- **8 of our existing Schools of Specialisation are now fully operational**, and they are:
 - St Barnabas
 - UJ Metropolitan
 - John Orr Technical High School
 - Pace Secondary School
 - National School of the Arts
 - Rosina Sedibane-Modiba Sports School
 - East Rand School of the Arts
 - Curtis Nkondo School of Specialisation

We are really excited about the pending GDE partnership with Barloworld Equipment at Curtis Nkondo High school.

- **1 School of Specialisation was launched in 2017**, namely:
 - Magaliesburg Secondary School with an Agriculture focus
- **2 Schools of Specialisation were launched in 2018:**
 - **Phelindaba Secondary School and Edward Phatudi Comprehensive School.** These Maths, Science and ICT schools focus on the Nuclear field and were adopted by NECSA.

Following the launch of these Nuclear focus schools in April 2018, learners from the Phelindaba Secondary school competed and won a provincial contest hosted by the Department of Energy. Learners had to develop an energy solution project in Atteridgeville. They will now be representing Gauteng at the Department of Energy's Focus week on Energy at the University of KZN in July this year.

Their success comes less than 100 days of the launch, a clear demonstration of the power of the schools of specialisation concept.

Schools of Specialisation are thus already making positive strides in the introduction of sector-specific education. The launch of a school with a nuclear focus is responding to the energy sector needs for innovative solutions.

Already at the secondary school phase, these learners are exposed to applied science careers and gain skills relevant to this field.

Extensive preliminary work is already underway to ensure we establish the remaining schools by 2019:

- **Rhodesfield Technical School** will be launched as an Engineering School of Specialisation with an Aviation focus. We have been sponsored with a Mirage for the school. We are working with various Aviation companies and organisations to ensure learners are exposed to this field. This school, close to OR Tambo International Airport, is in the Manufacturing, transport (aeronautics) and Logistics Corridor.

- **Mohloli School of Specialisation** will be a Maths, Science and ICT school with a focus on Maritime. It is based in the Vaal area. The SA Maritime Association will be a major partner in this endeavour.
- **Soshanguve Technical High School** and **Tebogwana Comprehensive School** are under discussion with BMW, for the adoption of 2 schools in Soshanguve that will specialize in automotive skills. BMW has expressed an interest in a school in the area of Rosslyn, where most of their workers emanate from.
- **Rosina Sedibane-Modiba** and **Khanya Lesedi**, which are Sports Schools, are the subject of discussions with the Transnet Foundation, including the setting up of developmental schools. The Transnet focus is on soccer for boys and girls but also support netball, athletics and chess.
- **Dalpark Secondary School** and **Jet Nteo Secondary School** are Commerce and Entrepreneurship Schools. The Austrian Ministry of Education has committed resources for the training of the teachers on Entrepreneurship.
- **Unity Secondary School** is a Maths, Science and ICT School. They are currently implementing Coding and Robotics for learners.
- **Mandisa Shiceka** is also a Maths, Science and ICT School in Kagiso.
- **Katlehong Tehnical High School** is also in the Manufacturing, transport (aeronautics) and Logistics Corridor. This school may focus on manufacturing.

5. Twinning of schools

As I had previously reported to this House, the twinning of schools is another key lever of our re-organisation of schools programme. The approach to the twinning of schools is premised on the implementation of the Section 17 governance model that allows one or more schools to be governed by one SGB. This governance model creates structured partnerships that allows for joint planning and execution of programmes between schools of varying socio-economic backgrounds. The schools not only share infrastructure like sporting facilities, but subject content, management and leadership skills are transferred between teachers at the schools to ensure improved outcomes. The model seeks to achieve both resource efficiencies as well as promote social cohesion.

To date, we have gazetted 4 pairs of schools, namely:

- Bovet Primary and Lyndhurst Primary
- Cultura High and Zithobeni Secondary
- Alexandra Secondary and Sandown High
- Reiger Park Secondary and Sunward Park

In addition, the Department has been consulting with the following sets of schools in 2018:

- Halfway House Primary School, to be paired with Mikateka Primary School
- Wordsworth High School, to be paired with Unity Secondary School
- Hoerskool Bastion and Madiba Secondary

These schools' SGBs have submitted Agreements to be twinned. The next stage will be to gazette the new pairs of twinned schools.

6. Improving school functionality through whole school improvement

Madame speaker, in addition to achieving outstanding learner performance outcomes, in this term, we have begun to focus more intensively on whole school improvement to improve school functionality. This will ensure that we transform the entire teaching and learning environment and sustain the change that will continue to produce such great results. The approach we have used is to enable a shift from identifying schools according to their level of resourcing, or on the demographics of the learner population, and to start to focus on classifying schools based on their functionality and performance.

The Methodology for Improving school functionality involves:

- firstly, **categorizing** schools, and
- secondly, **profiling and later re-profiling** schools based on their performance against a set of whole school evaluation criteria, which are as follows:
 1. Basic Functionality
 2. Leadership Management & Communication
 3. Governance & Relationships
 4. Quality of Teaching and Learning and Educator Development
 5. Curriculum Provisioning & Resources
 6. Learner Achievement
 7. School Safety Security and Discipline
 8. Infrastructure and
 9. Parents & Community

At the end of this process, each school will be classified as either poor, fair, good or great. Following a process of intervention facilitated by the districts, schools are expected to improve their overall functionality rating. Poor and fair schools should become good and great schools.

Our tracking of the 103 schools which we have started to work with in 2016, shows a positive shift in functionality levels against the evaluation criteria. Lessons learnt from this initial rollout will inform the blueprint we are designing for a future Education system in Gauteng.

7. Inclusive Education

Honourable members, at the beginning of this term, we made a commitment that it was simply inhumane to continue to continue to quarantine our children with disabilities and prevent them from accessing the outside world. Part of the problem was access. In the past, waiting lists to access such schools were long, and the costs were prohibitive to any ordinary parent. I had committed to pay special attention to learners with autism, which is a neuro-developmental disorder in which children find social interaction, communication and dealing with sensory stimuli challenging.

Today, I am proud to say that the establishment of special schools for learners with Autism in Gauteng has reduced school waiting lists for such children from five years to as little as six months. Our financial investment has been significant. To fund one learner with a disability can cost up to 6 times what it costs to fund a mainstream learner. Schools like the Thulasizwe School for Autism in Soweto, the first autism school to be opened in a Gauteng township, and which is also a no-fee school, takes

in autistic learners between the ages of 3 and 21. This bears further testimony to our commitment to making this type of specialised curriculum available to even the least privileged learners in our province.

We specifically focussed on expanding inclusion services to township schools over the last 5 years. In Gauteng, we now have 6 autism-specific special schools and we have established 13 autism-specific units at our existing special schools. This is a major achievement, bearing in mind the resource requirements, and considering that just a few years ago, Gauteng had only 1 autism-specific school and 1 autism-specific unit at a special school;

In total 18 additional special schools now provide access for learners, mostly for learners participating in the Technical Occupational curriculum and differentiated CAPS curriculum for Severe Intellectual Disability.

As part of the Conditional Grant for Learners with Severe to Profound Intellectual Disabilities the Department has appointed Professional therapists, psychologists and Education Specialists servicing 1 500 learners accommodated mostly at Special Care Centres.

A pivotal moment for us, was the introduction of the Screening, Identification, Assessment and Support (SIAS) Policy in all Public Schools through which we have screened more than 80 000 Grade R learners and close to 150 000 Grade 1 learners. The screening assisted us to identify areas where School Based Support Teams and District Based Support Teams should target further support.

To further improve Grade R enrolments, we have developed Draft Regulations. By 2018, I am proud to say that the Province currently has 1 279 public schools which offer Grade R. A total of 244 applications of new Grade R sites have been received and processed this year, comprised of the following: 153 Public Ordinary Schools, 55 from Community-Based Centres and 36 from Independent Schools. Over the term, 6 474 Grade R practitioners were trained. As a country we are moving to a new dispensation, where ECD becomes progressively integrated into the public ordinary schooling system. This is further demonstration of this government's commitment to achieving the best outcomes for our children, in line with international best practice.

I would like to thank the Disability rights sector for placing the plight of the child with disabilities firmly on my agenda.

We also recognise the principals and SGBs of Special Schools serving as Resource Centres. These special schools have played an active role in availing their skills, resources and experience to all other schools in the province. Honourable members, I implore you to visit schools like Via Nova Special School in Tshwane, Con Amore Special School in Kempton Park and Belvedere Special School in Benoni, which service learners with mild to severe intellectual disabilities and autism.

Apart from the normal curriculum, children at Belvedere for example are able to obtain skills in trades like woodwork, construction, plumbing, welding, sheet metal making and fitting and turning and certification in operational management and fork-

lifting as well as office practice and hospitality studies. Thus, whereas many of these learners would leave school before obtaining a matric thereby limiting their chances of a productive life, this specially-designed curriculum allows them to either access gainful employment or become self-employed when they exit the special schooling system.

We have established Full Service Schools like Duduza Primary school and Bachana Mokoena Primary School in Garankuwa, which have made it possible for learners with mild support needs to remain in the public ordinary schooling system within an environment of acceptance, understanding and support.

We have benefitted from support from the ETDP Seta, which has made it possible to roll-out tailor made training for special schools such as behaviour management of learners with autism, South African Sign Language as well as governance and management of Special Schools.

Finally, we have set a target to expand the Full Service and Resource Schools to 30 school by 2019, to ensure learners with impairments have access to quality support and resources. Full Service Schools and Special Schools serving as Resource Centres will be utilised by School-Based Support Teams and District-Based Support Teams to screen all learners in terms of the SIAS policy. The Department will also continue with the cluster model of grouping approximately 10 schools to be supported by a given Full Service School.

In 2018/19, R2,6 billion (5.9%) of the Education budget is allocated to Special Schools for this purpose.

8. Improving and investing in Educational infrastructure

Members, you will appreciate that we have sought to address apartheid economic geography and spatial inequalities, which sadly, has also manifested in the education sector. This we have done by identifying inefficiencies in the use of physical infrastructure, in particular, school buildings and related resources, across the schooling system. This includes identifying non-viable or small schools where dwindling learner numbers cannot justify the costs of operating the school. Our strategy includes, amongst others, the merger, closure and conversion of non-viable schools. Given the immense pressure which the schooling system has been subjected to, we simply cannot sustain a system which excludes some and privileges others. We are committed to making an inclusive education system achievable in our lifetime. Given the demands for infrastructure in Education, this has been a critical focus.

I have also been at pains to convince certain segments of our society that it is the right of every child to access educational facilities, within the framework of Education laws and the Constitution. We will continue to advocate this position.

Through the vigilant oversight of Chapter 9 institutions like the Human Rights Commission, civil society organisations like Equal Education and the Legislature Portfolio Committees for Education and for Infrastructure, we have been assisted in

identifying trouble spots that has saved us from some of the infrastructure-related injuries and fatalities we have seen elsewhere.

Honourable members, to ensure there is no further contestation over our delivery record on infrastructure, I am going to confirm the following new schools constructed during this term:

- 13 schools were built in 2014/15
- 16 schools were built in 2015/16
- 8 schools were built in 2016/17
- 6 schools were built in 2017/18

This brings the total no. of new schools constructed in this term to 43.

These figures are based on what the Auditor General has audited over the last 4 years.

I also have a detailed record of the schools constructed over the term, and they are as follows:

▪ **The 13 schools constructed in 2014/15 are as follows:**

1. Munsieville Primary School
2. Iketleng Primary (Hammanskraal) School
3. Nellmapius Primary School
4. Phomolong Primary School
5. Oos Rand Secondary School
6. Buhle Park Primary School
7. Fochville Secondary School
8. Magaliesburg Secondary School
9. Freedom Park Secondary School
10. Naturena Primary No. 2 School
11. Slovoville Primary School
12. Imphendulo Primary School
13. Rosslyn Primary School

▪ **The 16 schools constructed in 2015/16 are as follows:**

1. Chief A Luthuli Primary School No.2
2. Christiaanville (Montana Poort Primary School)
3. Doornkop (Obed Mosiane Primary School)
4. Etwatwa Primary School
5. Evans Park Primary School
6. Glen Vista Primary School
7. Kaalfontein Secondary School
8. Khutsong South Primary School
9. Mahareng Secondary School
10. Nellmapius Ext.6 Primary School
11. Palmridge Secondary School
12. Protea Glen Primary School
13. Ratanda Bertha Gxowa Primary School
14. Soshanguve East Secondary School
15. Soshanguve Primary School
16. Tswelapele (Andrew Mapheto Primary School)

- **The 8 schools constructed in 2016/17 are as follows:**
 1. Bophelong New Secondary School
 2. Ga-Rankuwa Primary School
 3. Mokone Marupeng Primary School
 4. Moses Kotane Primary School
 5. Nellmapius Secondary School
 6. Nomzamo Madikizela Mandela Primary School
 7. Sinenhlanhla Primary School
 8. Wierdapark Primary School

- **The 6 schools constructed in 2017/18 are as follows:**
 1. Olievenhoutbosch Sec No.2/Seshegong Sec School
 2. Everest Primary School
 3. Menzi Primary school
 4. Julius Sebolai Primary School
 5. Marotola Primary School
 6. Nokuthula Special School (LSEN school)

Since 2014, 190 schools benefitted from planned maintenance and 611 schools received unplanned maintenance. 266 alternate construction technology (ACT) classrooms were provided in existing schools. A total of 861 Grade R classrooms were completed since 2014 .

In the 2017/18 year, in addition to the 6 schools that have been completed, 15 projects were under construction.

- Currently, 18 schools are still currently under construction of which 10 are Alternative Construction Technology (ACT) schools.

We have however done much more on infrastructure than construct new schools.

- In addition to our infrastructure build programme, **we have elevated school infrastructure maintenance as a strategic priority during this term**, with a view to extending the life of these assets.
- **We have progressively worked towards eliminating inappropriate school structures**, replacing them with state-of-the-art buildings, especially in historically disadvantaged areas. Our ICT rollout has greatly contributed to this renewal, especially in our townships.
- **We have also provided dignified sanitation, water and electricity** to hundreds more schools in compliance with the National Norms and Standards for school Infrastructure. All schools now have access to a supply in line with the minimum norms and standards as stipulated in the Regulations. Alternative provision of these services is provided in instances where there is no bulk supply and the school is awaiting municipal intervention.
- **No Gauteng school uses buckets and that the identified pit latrines are confined to 3.**
- **I previously reported that we are in the process of replacing 29 Asbestos schools** across the province and that due to resource constraints, in agreement with Treasury, 17 were prioritised for work by 2019, as per the provincial Estimates of Capital Expenditure (ECE). Most of these schools are now past the design and feasibility stage.

We have increased the capacity of our infrastructure team and strengthened our collaboration with the DID, to fast-track infrastructure projects to the end of term.

9. School Governance

Honourable members, I believe school governance is a critical pillar of the democratic management of our schools. In this administration, we have supported SGBs and promoted school governance practices through a range of interventions including dedicated technical support and training in areas like School Finances, Curriculum Management, and others.

Members, the term of office of the current SGBs in Gauteng expired in March 2018. The SGB Regulations of 1997, which regulates the governance of schools in Gauteng, were amended in 2015. Implementation gaps encountered in the previous election and handover processes however necessitated further amendments. The Department thus proposed amendments to the SGB Regulations that were intended to strengthen the implementation of SGB elections in Gauteng in 2018 and beyond. The amendments pertained to matters such as the eligibility of members, voting rights, the conduct of SGB elections, handover protocols, etc. In April 2018, SGB Regulations were successfully held, ushering in a new term for the current SGB cohort.

We are aware of the many interests that have sought to subvert the actual purpose of establishing SGBs in our schools, and to date we have successfully mitigated where there have been problems. We will continue to promote a robust, progressive role for SGBs that is in line with their mandate and obligations as per SASA.

10. Youth Skills Development

In line with the Master Skills Plan II which elevates youth skills development as a critical pillar, the Department has accelerated skills development to support the transition of Gauteng learners from school to work through its various skills programmes. The contribution of Education in Gauteng to Tshepo 1 million, and creating a better future for our youth, cannot be disputed.

The Province's vision for requires that the schooling system also realigns to break the traditional barriers which saw our learners limited to certain career choices for life. Many companies have offered our learners opportunities for experiential learning, where they are placed in a company or industry in order to better understand in a practical and tangible way, what the work environment in that industry is like.

For those learners who managed to successfully exit the schooling system, we have offered bursaries, learnerships and internship opportunities. Since 2014:

- 335 441 Grade 8 and 9 learners have had access to career guidance and counselling through lay career counsellors
- 38 894 learners have been placed / completed formal learnership, Internship and experiential learning programmes
- 10 035 bursary allocations have been given to learners in no fee schools.

This further signals our commitment to ensuring the many poor learners who leave Gauteng schools, are better equipped to enter higher education institutions, start their own businesses, or enter the world of work and escape the poverty cycle to which they would have been doomed, had it not been for our vision of a transformed Education system in Gauteng.

Honourable members, the recent Pregnancy dialogues we have had with young boys and girls during June Month have highlighted once again, the dire need for a more responsive curriculum and psychosocial programme response in our schools. This requires an inter-disciplinary approach, which as a province, we have worked toward through our social cluster interventions.

I wish to be remembered as the MEC whose love for sport, inspired young people to reach their highest potential. In Education, we have worked toward improving youth access to sporting opportunities through the following since 2014/15:

- A total of 2047 schools participate in schools sport. 400 secondary schools participate in debates as a measure to encourage learners to participate in dialogue on current affairs and formulate opinions on certain matters.
- Through the Healthy Wednesday's Programme, districts have hosted primary and secondary school's athletics from cluster level up to provincial level to select the national team.
- The inaugural OR Tambo Soncini Games occurred where learners participated in various sporting codes. A team was selected to participate in the Tri-Colour games to be held in Italy. Aquatics leagues have also been successfully introduced.
- The LSEN sector was included in all programmes on offer by the GDE at both the regional and provincials events. The LSEN learners also formed an integral part of Team Gauteng representation at a National level. The LSEN sector has hosted multi coded athletic meetings.

11. Improved governance and controls

In line with the provincial focus on clean government, we have significantly improved internal controls and strengthened risk management, resulting in the following positive outcomes. In 2017/18:

- 99.4% of the budget allocation was spent and 99% of conditional grant funding was
 - no unauthorised expenditure was incurred
 - irregular expenditure was reduced, showing an improvement from R301 million to R15 million
 - 85% of all suppliers were paid within 30 days and 71% of all suppliers were paid within 15 days

We have achieved an unqualified audit opinion for the 9th consecutive year. This augurs well for our performance in the final year of the term.

12. CONCLUSION

Over the course of this term, I have been personally inspired by the commitment of ordinary men and women, of corporate and of non-profit partners, to improving the state of Education in Gauteng.

May I especially thank our partners, many of whom I have extended a personal invitation to be our guests today: executives from the following companies - Barclays Africa Group Limited, Barloworld, BMW, Columba Leadership Academy, Denel, IBM, IQ Business, SAA, Austrian Ministry of Education, NECSA, ORT SA, Paramount Aerospace, SAA, SAIMI, SAMSA, Mzansi Poetry Academy, Siyavula, Zenex Foundation, City Year, PWC and others.

I would like to extend my appreciation to the MEC for Provincial Treasury, the MEC for Infrastructure, the Social Cluster departments and the entire GPG for their concerted efforts toward making Education in Gauteng a success.

May I also thank all oversight institutions, the Gauteng Legislature Committees, the Gauteng Audit Committee, the Auditor General, Chapter 9 institutions like the Human Rights and Gender Commissions, various media houses and independent analysts, who have helped us stay on course and true to our commitments over the term.

In conclusion, I have highlighted our major achievements in the current term. There can be no doubt that we have delivered on the commitments we made to the people of Gauteng at the beginning of the term. The year 2018/19 will see the final consolidation of this effort, but our delivery record to date attests to the reality that we have laid a solid foundation for Education in Gauteng.

As we are a visionary and forward looking government, I have also highlighted some of the key elements that will form part of the blueprint for what a future ideal Education system should look like in Gauteng, that will take us to the NDP vision 2030.

Honourable speaker, we have faced severe budget constraints and yet, we have delivered to a high standard. We have, and will continue to honour the legacy of the Sisulus and the Mandelas as we strive for an ever-more accessible, inclusive, fair and just education system in Gauteng.

I thank you.