



DEPARTMENT OF EDUCATION

MEC's Budget Speech

Gauteng Department of Education 2008/09 MTEF Budget – A Quality Thrust for Sustained Learner Attainment

Vision of the Department

“Our vision is a smart service delivery of quality public education, which promotes a dynamic citizenship for socio-economic growth and development in Gauteng and South Africa.

We will be at the cutting edge of curriculum delivery and provide access to quality lifelong learning opportunities.

This will be shaped by the principles of transformation, equity, redress and Ubuntu.”

Education Priorities for Gauteng

Education in the province has been entrusted with two broad strategies:

- Improving the quality of education provision; and
- Improving the quality of learning and learner achievement.

The Five-Year Plan of the Gauteng Provincial Government for the period 2004 to 2009 prioritises the following educational goals:

- Increasing our investment in our youngest citizens through improved Early Childhood Development (ECD) services.
- Consolidating and strengthening the public school education system so that all learners, especially the poor, have access to quality education.
- Building the skills of young people through the strengthening of the Further Education and Training sector, promotion of learnerships for out-of-school and unemployed youth, and working with institutions of Higher Education to offer support and funding to deserving learners.
- Ensuring lifelong learning through the strengthening of the ABET sector.
- Linking industry, higher education institutions, SETAs and other government departments, to match the demands of the growing economy.

Size and shape of the Pre-tertiary education sector in Gauteng

Institutions

We are currently managing a total of 2 417 public and independent ordinary schools, 114 special education schools, 8 Further Education and Training colleges, 76 Adult Basic Education and Training Centres and 1 360 public and community based Grade R sites.

Learners

We service a total of 1 894 027 learners, of which 1 716 196 learners are in public ordinary schools, 177 831 learners are in independent schools, 35 879 learners are in special schools, 72 016 learners are in Further Education and Training colleges, 85 170 learners attend Adult Basic Education and Training Centres and 54 979 learners are in Grade R.

Educators

There are currently 64 307 educators in the province, with 2 861 rendering services at special schools, 2 082 at the

Further Education and Training colleges, and 3 138 at Adult Basic Education Centres.

Increasing the quality of learning in all schools – A Quality Thrust

Over the last few years a number of national and international studies have been undertaken to measure the quality of learning and the level of learner attainment. The results have shown that nationally we are performing poorly in comparison to other countries including neighbouring countries like Mozambique and Mauritius despite higher or similar expenditure on education.

An identification of some of the factors affecting performance included the non-utilisation of mother tongue instruction, class size, teacher competence, quality of learning and teaching support materials, and the quality of the learning infrastructure.

To address the quality of learning a number of thrusts have been identified and will be intensified over the next three years.

Firstly, we need to improve resourcing levels as a key quality lever. This does not imply additional funding but making better choices on the quality of educational inputs into the system. A key consideration to improve learning in poor communities is to urgently address the growing class sizes in schools. Class sizes in most schools have exceeded the policy norms set nationally. This is a result of increased growth over the last five years due to migration. While the annual increase in schools has averaged 2% over the last four years, the budget of the Department has not been increased to support the growth.

Secondly, we need to get school to work. Despite increased resourcing levels and investments in School Governing Body(SGB) and School Management Team(SMT) development activities, some schools in poor communities have not improved substantially to work effectively. In this regard we would have to focus on reinforcing SGBs, Representative Council of Learners (RCLs) and SMTs. A key focus should be on leadership skills and capacity building programmes that develop the key stakeholders from a perspective of managing learning through the effective governance and management of a school.

In getting schools to work, we need to recognise the district as a key structure in the education delivery system and that there is a need to ensure that the services from districts are effective and directed. We need to define and transform districts as levers of sustainable educational change. This would include the delegations of districts being clearly spelt out, with a clear performance management system and the role of IDSOs and curriculum personnel clarified.

Key to the districts' work is to intervene in poorly performing schools. Poorly performing schools are not achieving the expected levels of performance despite the increased levels of resources and access to intervention programmes. Clear district interventions are required to address systemic problems affecting schools as well as deal with school specific barriers to quality performance.

Thirdly, we need to get learning right. This will involve two key strategies.

The first strategy is to implement a province-wide literacy and numeracy programme focusing on the improvement of basic writing, reading and arithmetic. This will include the promotion of the use of mother tongue instruction as it is the single largest contributor of poor learner performance throughout the entire school sector. We will also focus on the quality and competence of teachers in the foundation phase and review all textbooks and learning support materials utilised in the foundation phase. We would also like to consider the reduction of class sizes in the foundation phase to ensure an increase in the teacher-learner contact time. Individual attention of learners in this phase is also critical. This, however, would require additional funding for personnel.

The second strategy will be to address the quality of learning in all the other grades and in languages, maths, science, technology and the economic and management sciences. We have developed a multi-pronged strategy to turn around the quality of learning by focusing on assessment, curriculum support to teachers and curriculum policy compliance.

We will be undertaking a review of the quality improvement intervention programmes focusing on Grade 12 and to expand the programme to incorporate Grade 10 and Grade 11 learners who are at risk. This is with a view to increasing the performance of learners in the FET phase of schooling in order to increase the number of learners leaving the schools with a school certificate and being immediately employable or able to access further and higher education.

We will also identify factors influencing support programmes to schools and learners from district level. We will review the available resources at districts, factors inhibiting effective access to schools for onsite support, the skills and competencies of curriculum facilitators and the coordination and support from school support personnel.

Fourthly, we have already begun reviewing the teacher development programme and are finalising the identification of the specific training needs for each subject across all schools. This will focus on pre-service training and initial teacher recruitment, in-service training and ongoing professional development of teachers. Key to all of these

activities is the reinforcing of the IQMS as the basis for teacher development.

Many school improvement projects focus on the same or more areas; many of these projects attempt to cover a wide range of areas and shy away from making focused interventions. The approach and content choices in this case were informed by principles identified as pertinent to the process of school transformation. Six principles were adopted to serve as the parameters for the design of the interventions:

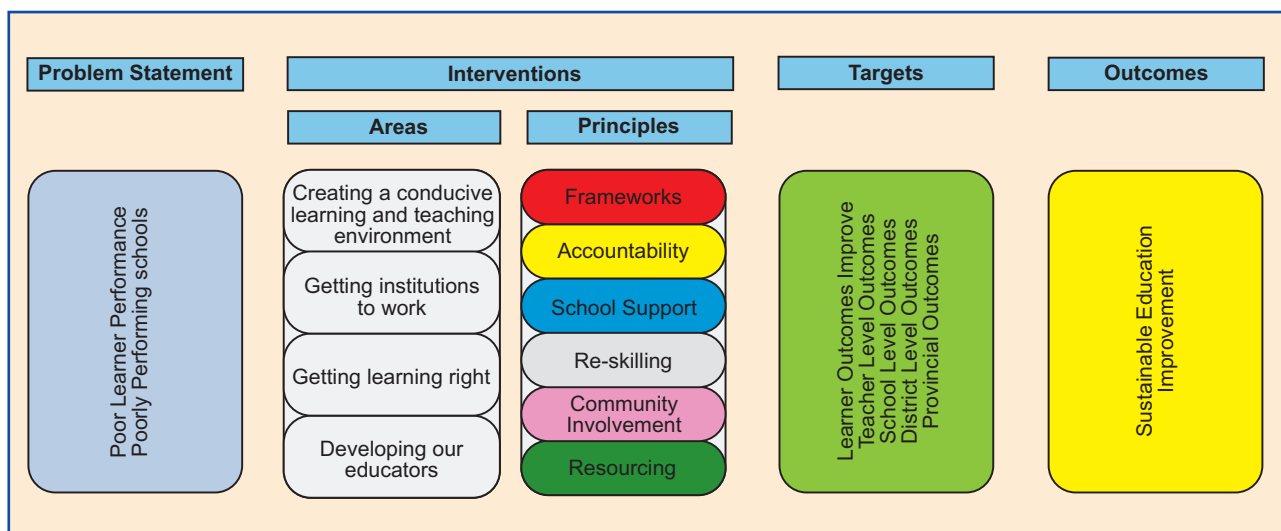
- Provision of clearly defined operational frameworks in all the areas of intervention
- Improvement of accountability by setting up monitoring practices
- School support
- Teacher re-skilling in the areas of Literacy and Numeracy
- Community involvement
- Resourcing

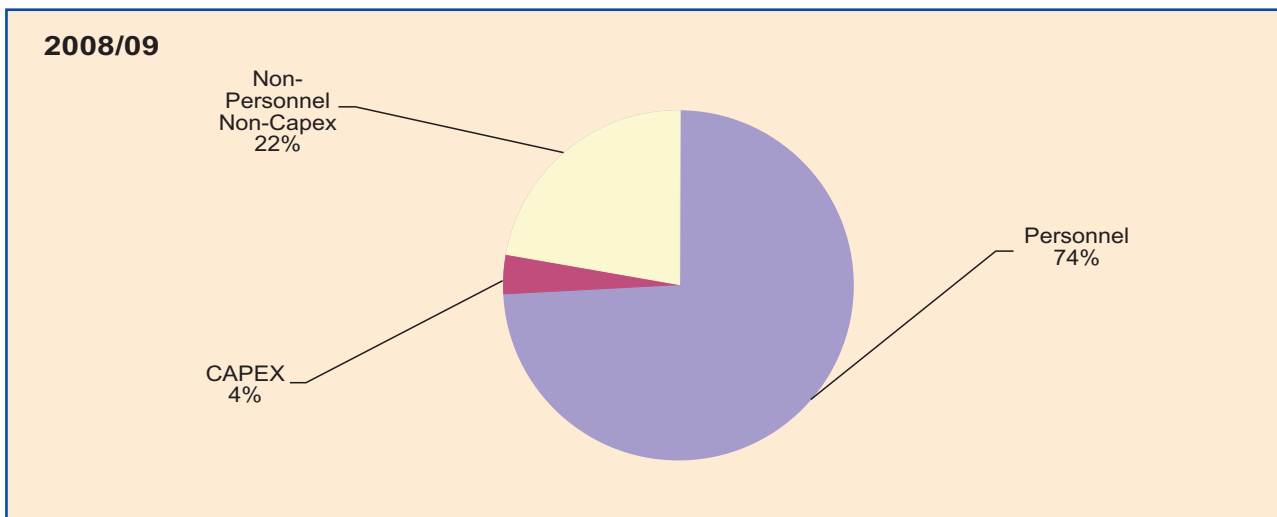
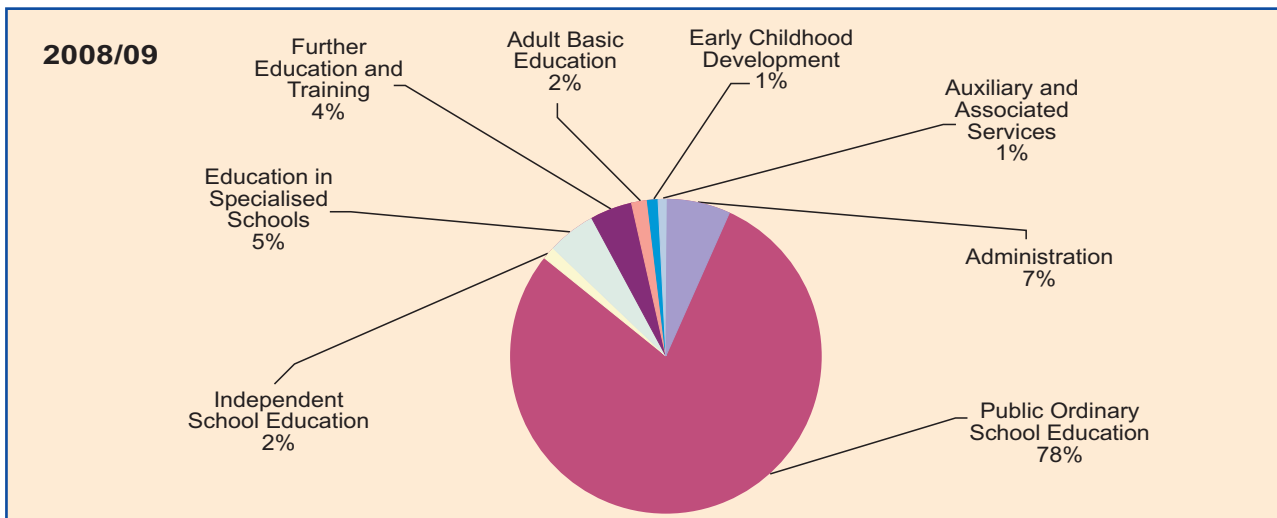
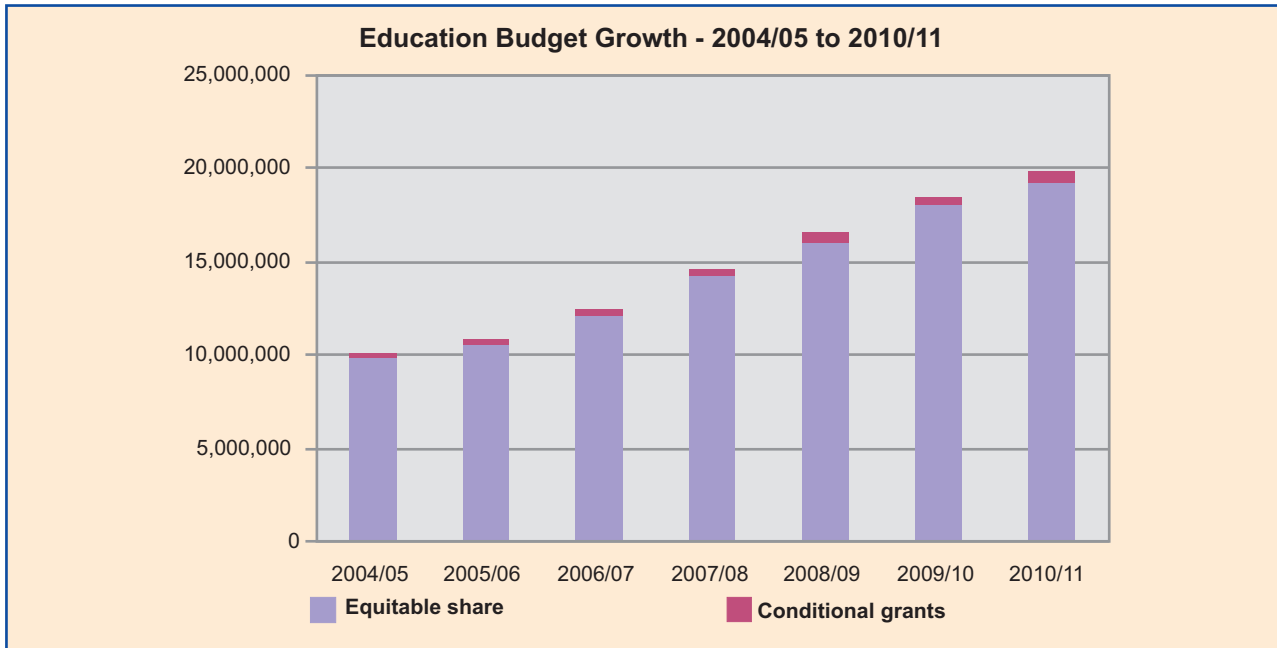
Each of the principles outlined above feeds into the core principle of school support to guide the programme of interventions towards the overall objective of improving schooling.

Support to Poor Learners

Education is crucial in escaping the poverty trap. As part of the provincial government's Bana Pele ("Children First") programme, targeted at the poorest and most vulnerable children, we have implemented various mechanisms to ensure that these learners are able to access quality education.

- School nutrition - A total of 505 372 learners at 1 488 schools are benefiting from the feeding programme.
- Scholar transport - Scholar transport is being provided for 43 467 primary and secondary school learners.
- Free schooling - In 2007, Gauteng implemented the national No-Fee School policy and declared approximately 425 schools serving 21% of poor learners as no-fee schools. In 2008 the Department aims to declare an additional 626 quintile 3 schools as no-fee schools.





**Gauteng Department of Education
2008/09 MTEF Budget – Budget Trends and Key Allocations**

Subsidies 2007/08	2007/08 in R'000	2008/09 in R'000
Public Ordinary Schools	R 778,455	R1,048,135
Independent Schools	R 215,861	R 255,861
Special Schools	R 114,164	R198,165
FET Colleges	R 51,193	R 57,431
ABET Centres	R 17,450	R 38,660
Grade R	R 148,739	R 192,471
Learner Support Material for new and revised curricula	R 287,000	R 310,940
Interventions		
Quality Assurance	R 20,700	R 25,484
EMIS Systems	R 35,000	R 70,000
Scholar Transport	R 56,307	R 89,409
School Financial Management Support	R 20,000	R 20,000
School Nutrition	R114,574	R 172,111
HIV and AIDS (Life Skills)	R 22,430	R 23,816
Secondary School Intervention Project	R18,000	R18,000
Recapitalisation of FET Colleges	R 141,000	R 167,156
English Second Language Resources	R 18,000	R 32,000
Dinaledi Project	R 41,000	R 56,750
QIDS-UP	R 71,000	R 78,611
Grade 11/12 Repeaters Intervention	R 8,000	R 20,000
Learner Performance	R 10,000	R 11,000
ECD Institute	R 5,000	R 17,000
Infrastructure Grant	R 163,000	R 199,947
Integrated Safety and Security	R 5,000	R35,000
Professional Support		
Institutional Development and Support	R 31,000	R31,562
Curriculum Development and Support	R 38,000	R 44,868
Human Resources Development		
Educator and PS Personnel	R 138,000	R 213,189
Partnerships and Collaboration		
Matthew Goniwe School of Leadership and Governance	R 5,000	R 5,000
Sci-Bono Discovery Centre	R 12,000	R 12,000
EQUIP	R 1,000	R 1,000
Public Examinations and Assessment		
Senior Certificate, ABET and GETC	R 119,000	R 110,408