



Province of the  
**EASTERN CAPE**  
EDUCATION

2022/23

**BUDGET & POLICY SPEECH**



**BAMBELELA  
SAYAJIKA!**



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**EASTERN CAPE**  
EDUCATION





# INTRODUCTION

<b>INTRODUCTION</b>	<b>5</b>
<hr/>	
<b>REFLECTING ON THE WORK OF THE DEPARTMENT IN 2021/22</b>	<b>10</b>
<b>POLICY PRIORITIES 2022/23</b>	<b>20</b>
<b>CONCLUSION</b>	<b>34</b>
<b>MTEF BUDGET</b>	<b>35</b>

## BUDGET & POLICY SPEECH 2022/23

Presented by:  
Honourable MEC  
Eastern Gape Education  
F.D GADE



We will continue to intensify our efforts in ensuring that there is provision of quality basic education in the Eastern Cape Province.

Honourable Speaker of the Provincial Legislature Honourable Premier of the Eastern Cape Province Honourable Members of the Executive Council Chairperson and Members of the Portfolio Committee of Education Honourable Members of the Provincial Legislature Mayors and Councillors Traditional Leaders Leaders of teacher unions and school governing bodies Representatives of learner organisations Academics and experts in the education sector Representatives of non-gov organisations Head of Department of Education Senior Management of various Departments Our Social Partners Organised Labour Members of the Media Distinguished Guests Educators and Learners Comrades, Fellow South Africans.

Madam Speaker,

Basic education remains an apex priority of this government. Indeed basic education carries the hopes and dreams of our people. Education in the province must empower learners of all ages and abilities with the knowledge, skills, values and attitudes to address the interconnected domestic challenges and global challenges we are facing inclusive of acute poverty, unemployment and inequality. Our basic education system must prepare learners to find solutions for the challenges of today and the future. Basic education should be transformative and allow us to make informed decisions and take individual and collective action to change our beautiful province, our country and dare I say the world.

The work of this Honourable House in supporting the work of Basic Education underlines the fact that indeed education is a societal matter. Schools are a microcosm of society and a reflection of its community. Schools are not only part of and responsible to the communities they serve, but they are also obligated to involve the broader community in important decisions that relate to the governance, operations, or improvement of the school. We need to see our schools becoming more intentional and proactive in involving a larger diversity of the communities they serve especially those most disadvantaged communities.

All members of the EC Basic Education community from all corners of our province should be able to ensure that we at all times support all our schools inclusive of those schools that are performing well and especially those schools that are most disadvantaged and not performing as well. Each and every one of our 1.8 million learners needs all of us to support them.

His Excellency, the President of the Republic of South Africa, President Cyril Ramaphosa in his State of the Nation address, reinforced our commitment to basic education and herewith quote:

*'For the last two years, the education of our children and young people has been severely disrupted. As we return to normal educational activity, we will work harder to ensure that all learners and students get the quality education they need and deserve.....Government must work for the people.'*

As contained in the NDP, by 2030 South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes. The performance of South African learners in international standardised tests should be comparable to the performance of learners from countries at a similar level of development and with similar levels of access. Education should be compulsory up to Grade 12 or equivalent levels in vocational education and training. The education, training and innovation system should cater for different needs and produce highly skilled individuals. The education system will play a greater role in building an inclusive society, providing equal opportunities and helping all South Africans to realise their full potential, in particular those previously disadvantaged by apartheid policies, namely black people, women and people with disabilities.

This year marks the 40th Anniversary of the assassination of comrade Ruth First by the Apartheid regime. She was an Anti-Apartheid Activist and scholar, assassinated in Mozambique by a parcel bomb by the then South African Police. She was one of the first Defendants of the Treason Trial and her early work and writings were largely used as evidence to prove treason. We draw inspiration and courage from her as we continue to build, together, a solid foundation for a quality and efficient basic education system, from Early Childhood Development (ECD) to the Further Education and Training (FET) Band.

Honourable Members, in addressing the impact and outcomes that should be achieved in the implementation of the 2022/23 budget the department would like to acknowledge that the past three years have been very tough years for all especially our learners throughout all quintiles.

The Basic Education sector operations were stretched to limit and in certain instances beyond its financial capacity and the sector was not spared of the devastating impact of the pandemic and associated devastating socio-economic effects on the Eastern Cape populace. These challenges definitely do have potential financial risks that will extend to the 2022/23 financial year and beyond.

Madam Speaker, we face unprecedented challenges as a sector and indeed as a society. The General Household Survey (GHS) tracks the progress of development in South Africa and identifies key trends in socio-economic development. Families and households are profoundly important to the developmental, emotional and cognitive growth of children and parents and/or caregivers can play a central role in this development. The survey found that 19,7% of children lived with neither their biological parents while 34,2% lived with both parents, and 41,7% lived with their mothers. Approximately 12,3% of children were orphaned, having lost one or both parents. Basic Education and indeed all of us must reflect on how we are to best support our communities in all areas of need.

Grant beneficiaries were most common in Eastern Cape (45,5%) and Limpopo (44,5%) and least widespread in Gauteng (24,1%) and Western Cape (26,0%). This should be a critical consideration in our provincial planning as education is a societal matter and our households in the province are mostly very poor and the most disadvantaged in the country.

Access to the Internet using all available means was highest in Gauteng (85,2%) and lowest in Limpopo (58,4%) and Eastern Cape (61,2%). This should be a critical consideration in Eastern Cape government planning as ICT is key in positioning our province as 4IR ready and most especially in relation to online offerings and support for continued quality basic education delivery.

As our Basic Education Sector states, the COVID-19 pandemic and associated school closures have brought to the fore the weakness of information and communication technologies (ICTs) in many schools, and gaps with regard to digital content for learners and teachers. South Africa is behind many similar countries in this regard. This gap must be closed. Technology innovation is important whether we are faced with disruptions or not. Overall, the province should consider fast-tracking the rollout of broadband across the province and prioritising resources towards e-learning and all required enabling infrastructure such as devices, broadcasting solutions and so on.

The learning losses incurred in the past two years, are devastating for the country and worse for the Province. As education is the apex priority and the foundation of our NDP developmental agenda, basic education in the province needs to be rebooted, recalibrated and repositioned to withstand the debilitating impact of COVID-19, and any other disruption and/or life threatening challenges schooling may face.

It is also likely that these learning losses would have been greater in poorer communities in the province, where children have less access to effective remote learning opportunities and home support.

The impact on early learning for children attending ECD centres is also likely to have been significant since attendance rates at ECD centres have also dropped considerably since the pandemic.

This has implications in relation to the ECD Function shift and requires support from all stakeholders.

Madam Speaker, the first step towards addressing the crisis of lost learning, is to prevent further disruptions to school time and therefore prevent further learning losses. Similarly, support from all stakeholders is required to ensure seamless provision of LTSM, Scholar Transport, infrastructure, educators and all required ingredients to ensuring quality basic education is afforded to all learners in the province.

This year we received the full cohort of learners from Grades R to Grade 12.

This can be attributed to the successful vaccination programme of basic education in province from June 2021 with great support from the Department of Health. In addition, we must acknowledge our schools who with the support of SGBs and organised labour partners for ensuring strict adherence to COVID-19 health and safety protocols. We applaud our schools for doing all they can to ensure that protocols are observed at all times. It will take some time to get the system fully back on track we will continue to work with all our social partners to find every strategy to keep the provincial basic education sector even under these most difficult conditions.

Madam Speaker, 2021 amidst COVID-19 pandemic challenges, over 114 000 Full Time and Part Time candidates managed to write NSC/SC 2021 examinations, and 'no child was left behind'.

All candidates who qualified to write NSC/SC examinations wrote examinations religiously observing all Covid-19 protocols.

This achievement was a game- changer.

It sent a message that COVID-19 is not a death sentence, nor is it a crusher of someone's dreams. The Department ensured that thousands of anxious candidates did not have their dreams deferred but were accorded an opportunity to start their journey to the future, here and now.

The 2021 Matric Class was the 8th cohort to sit for the NSC based on CAPS, with a significant increase in the number of full-time enrolments in 2021. The number of full-time enrolments increased from 72 926 in 2020 to 97127 in 2021.

This is a difference of 24 201 candidates which constitute 34%.

The number of progressed learners decreased from 9000 in 2020 to 7000 in 2021 which indicates that more learners met with promotion requirements.

The Class of 2021 did us proud with a 73% pass, a 4,9% improvement from 68,1% pass of the Class of 2020. Given the high enrolments in the class of 2021, the total number of children that passed the National Senior Certificate stands at 66 770, making it 17 079 more learners passing in 2021 compared to 2020. Eastern Cape Province recorded the second-highest improvement nationally by 4.9 % followed by Northern Cape which recorded 5.4 % improvement.

In the National learner awards ceremony run by the National Minister of Basic Education, an Eastern Cape learner, Ndzoyiya Mpendulo from Gobinamba Senior Secondary, ORT Inland District secured a 3rd position in the national Quintile 2 achievement award category.

**The Top 3 Premier Awards for the 2020 National Senior Certificate Achievers were:**

- First position: Bedford Laai'qah from Hudson Park High School in Buffalo City Metro District.
- Second position Shared: Aiswarya Mathew from Queenstown Girls High School, Chris Hani West District; and
- Second position Shared: Frances Brummer from Collegiate Girls High School, Nelson Mandela Bay District.

The number of Bachelor passes increased by 4.3% from 30% in 2020 to 34.3% in 2021 in the province. Eastern Cape managed to achieve 5th position nationally in producing quality results which is the Bachelor Passes.

District performance in 2021 took a new turn, with Districts performing below 70% drastically reducing from 9 to 3. Amathole West became the most improved District with 11,4% improvement, followed by Joe Gqabi at 7,7%, as well as Chris Hani East at 7,6%. The performance of all 5 Quintile schools improved compared to 2020 in 2021.

I am most proud of the outstanding work of all our 12 Districts. All the officials in the districts worked tirelessly to ensure that the grade 12 learners achieved success in the NSC 2021 examination wherein 9 districts achieved over 70%, and only 3 districts performed below 70% mark but they are very close to 70%.

The performance of the Special School decreased slightly by 3% in 2021 to 76.3% from 79.3% in 2020. This is in the main an indication that the system is slowly adapting to the interruptions brought on by the COVID-19 pandemic and is able to provide alternative means for ensuring that learners receive as much learning as possible.

Madam Speaker, while the Grade 12 pass rate has been widely discussed and praised, we are also pleased to announce the overall pass rate from Grade R-11 is at 90% in the past two years. In 2020 it was 91% and it slightly declined to 90% in 2021 with all the challenges the sector had in 2020 and 2021 due to the Covid-19 Pandemic and its consequences.

Grade R pass rate improved in 2021 compared to 2020 from 96% to 98% pass rate. It is also to note that the Grade 10 pass rate slightly decreased in 2021 compared to 2020 from 79% in 2020 to 73 % in 2021 and Grade 11 marked a decrease from 86% in 2020 to 79 % in 2021.

I wish to take this opportunity to thank all the critical role players in education especially teachers who made the 2021 academic year bearable and navigable. The Department was able to deliver an educationally decent academic year, although the country was operating in the “eye of the COVID-19 pandemic storm.”

As the Department starts the 2022 academic year it is adequately enriched with lessons learned from the two COVID - 19 pandemic years, it is confident that it will continue to transform the sector and the public education system. I commit that we shall not renege on the responsibility bestowed upon all of us, individually and severally to ensure the provision of quality, accessible and affordable public education.

Honorable members, Implementation and further development of indigenous remained a key focus area for us as the CE Basic Education family. As tabled in last year's Policy Speech, the province took a conscious decision to establish the very first Language Academy in the country with the aim of promoting multilingualism and multiculturalism in the education sector and beyond. Important activities that augment this initiative are being implemented whilst others are underway. The Eastern Cape Department of Basic Education took a decisive leap in championing the Incremental Introduction of African Languages (IIAL) and Mother Tongue Based Bilingual Education (MTBBE), initiatives which are being progressively implemented in isiXhosa & Sesotho, South African Sign Languages and is extended to all subjects.

Notable achievements include:

- The Eastern Cape is the only province to provide Lesson Plans in isiXhosa and Sesotho for Mathematics in Grade four to eight with the intention to strengthen the Mother Tongue based Bilingual Education in these cohorts.
- The Eastern Cape conducted Grade 12 preparatory bilingual examinations in isiXhosa and Sesotho and six selected subjects, namely, Accounting, Agricultural Sciences, Physical Sciences, Life Sciences Mathematics and History.
- The NECT lesson plans for Mathematics and NSTECH in isiXhosa and Sesotho from Grade 4-7 Sesotho were translated/ versioned and edited. In addition, Mathematics workbooks for Grade 4-9 in isiXhosa and Sesotho were translated/ versioned and edited.
- Furthermore, glossaries and terminologies were developed and standardised in isiXhosa, Sesotho, which the sector hope to extend it to South African Sign Language and Braille.

A capable and professional public service is crucial to the attainment of our developmental goals. There must be sufficient capacity in the public service to deliver health care, housing, education, and other government services to the people. To this end Madam Speaker, the Department has trained 982 office-based employees in areas of PERSAL training, capacity building, coaching and mentoring, e-Recruitment, disability management in the public service, ICT training, HRD implementation plan, demand management, contract management, AMDP and EMDP.

These are needs-orientated training in the Department.

An impressive 52 596 school-based employees were trained in various skills development programmes, of which 44 969 HODs and Deputy Principals were trained on the Quality Management System (QMS).

The Department over the past financial year, has successfully implemented graduates internships, learnerships and EPWP programmes. These programmes have equipped youth with necessary skills to be competitive in the labour market. Moreover, it is imperative to highlight that these programmes have drastically contributed toward eradication of unemployment and reduction of poverty in our Province.

The Department does not only expose these interns to job experience but it further supports and equips them with much need skills and training.

The Department has implemented Presidential Youth Employment Initiative with distinction as 55 803 young people were employed under this initiative. This has also earned the Department accolades and praises from DBE and National Treasury.

It is important for the Department to continue funding the Mathew Goniwe and Fundza Lushaka bursary programmes, especially in the critical subject areas, to ensure sufficient supply of Educators.

Under unemployed youth bursaries, the Department had 98 MEC bursary holders; these are youth who are recognised as top achievers in their Matric year and are studying towards various qualifications including Medicine. They are allowed to study at any university of their choice within the country. The Department also had 213 Mathew Goniwe bursary holders. These are youths studying towards a teaching qualification within the four Universities in Eastern Cape. Madam Speaker I am pleased to announce that 157 Mathew Goniwe bursary holders will be graduating in May 2022.

Madam Speaker, the Department's bursary offerings targets key priority areas which include Languages (Sesotho, IsiXhosa Afrikaans); Natural Sciences and Technology; Remedial education/Special needs in the foundation phase and intermediate phase; Technical Sciences; Mathematics; Physical Sciences; Accounting; Agricultural Sciences; Mechanical Technology (specialisation: Automotive, Fitting & Machining, Welding); Electrical Technology (specialisation: Power system, Digital Electronics, Electronics); Civil, and other critical subject areas in the Senior and FET phase.

Madam Speaker, I am pleased to also announce the department's partnership with Walter Sisulu University for the 2022 academic year where they will host 250 PGCE, bursary holders.

This important programme will support our young people interested in pursuing a career in teaching. The Department will fund tuition fees for PGCE students that have qualifications in the fields of maths and science, languages and EMS. This strategic intervention by the Department is important as it seeks to counter the shortage of teachers in the key areas of maths and science, languages and EMS.

“I am pleased to also announce the department’s partnership with Walter Sisulu University for the 2022 academic year where they will host 250 PGCE, bursary holders.”

Honourable MEC, Mr. F.D. Gade

The Presidential Youth Employment Initiative Phase 2 has entered its second year of implementation. The project was still aiming at providing Economic Recovery Measures relating to Covid-19, which is aimed at creating employment opportunities for young unemployed South Africans. However, under Phase 2 the initiative was also meant to address systematic challenges in the sector as well as make strides in creating a sustainable future post-COVID-19 pandemic. The Phase 2 emphasis was also on training, to ensure that upon exit of the programme the youth will be equipped with a set of skills that will improve their employment prospects and encourage self-employment. The programme appointed a total of 40136 unemployed youth as Education Assistants and General School Assistants. Education Assistants (EA) role at schools was to assist teachers. They were appointed under three categories which are Curriculum EA, Reading champion EA and eCadre EA. General School Assistants (GSAs) were also grouped into different categories which are Sports Enrichment Assistant, Child Youth Care Worker and Handymen. Madam speaker I would want to highlight that testimonials from schools and the community have been that the initiative has had a positive impact. Still, on that note, Madam Speaker I am glad to announce that the Department has been mandated again to implement PYEI Phase 3 for the 2022/23 financial year where 40 200 EAs and GSAs will be appointed across the province. Madam Speaker I call upon all departments who have a stake in the implementation of the PYEI to come together and join hands with the department to see the effective implementation of this noble idea from the President.

On infrastructure, the Department has made some strides in completing some of the multi-year projects that have been stalled for many years due to incremental improvements specifically on payment to Implementing Agents and service providers. So far, nine (9) schools with the actual construction value of R607 mil together with dedicated Grade R classrooms to were completed in 2021/22.

Further investment on the infrastructure has been delivered through the ASIDI Programme with Kidston JPS in Chris Hani being the flagship project. The province has also established a dedicated programme to provide 150 schools with decent sanitation and 46 of these have already been awarded in 2021/22 with mobile classrooms and security fencing programmes also being rolled out. The Department is also on track to complete a further 10 replacement school projects in the coming year. There has been an increase in special schools' infrastructure budget in the main to support the construction of Khanyisa and Khaya lethu Special Schools which is currently underway.

The Education sector is forging ahead with the Presidential initiative of Sanitation Safe for Education (SAFE) programme that will see the eradication of pit latrines from 1598 schools. Thus far 378 Projects have been completed 279 projects are under construction. And 398 allocated to Implementing agents for design and construction in this forthcoming financial year.

We thank various Private sector donors who responded to the Presidential call to partner with the Sector on infrastructure projects. To this end, successful province-wide sanitation projects have been completed with Assupol (29 projects), Northam (3 projects), Old Mutual Foundation (4 projects), Unilever (8 projects), Korea Embassy (6 projects), GcapTechnologies (29 projects), as well as innovative pilot projects by Liquid Gold (4 projects). More projects are planned through the benevolence of the following donors; AVBOB (15), Gcap Technologies (106) and Sibanye Stillwater (11). In a bid to broaden the project funding base, the Department is working with the OTP initiated Kauleza PMO to coordinate funding pitches with various funding opportunities available for flagship infrastructure projects.

The provision of a nutritious meal to all learners in Quintiles 1-3 and targeted special schools remained a critical component of our state social safety net for our communities and ensures improved access and retention of learners in schools. All learners from Quintile 1, 2 and 3 schools as well as special schools participating in the project were provided with one nutritious meal.

Madam Speaker, we are taking inclusive education beyond special schools. We have identified “high level” support learners in Mainstream Schools e.g. 4 learners in NMB with visual disabilities were supplied with assistive devices (Orbit readers, talking calculators, screen magnification software, screen reader software (Jaws) and laptops). 62 Full-Service Schools – a portion of the paper budget in 2021/22 was for Assistive Devices for individual learners and classroom technology. Full-service schools are essential in expanding our footprint beyond Special Schools.

The LSPID grant which is intended to ensure care and support for the vulnerable learners who are severe. We have 30 specialists employed in their grant including Psychologist Occupational Therapist, Physio Therapist Educational Therapist. These specialists are also working in our SID Schools. Psychosocial support has been provided to more than 900 learners through individual and group therapy, as well as telehealth. Call centre number has been created to provide services to learners who experience. An excess of 1300 learners have been successfully placed in special schools through the SIAS programme. 1530 learners have assessed and provided with support by psychologists and therapists. School Based-Support Teams (SBSTs) are being trained and supported by the DBSTs on the implementation of SIAS processes.

Continuous professional development is essential to a progressive workforce. The Department ensured that All the Annual Teaching Plans, Baseline, diagnostic and endline assessments for all terms were successfully distributed and mediated to teachers. Grade 3 teachers from 26 schools across the province were trained on the Mental Starters Project to develop number sense: a challenging concept in Foundation Phase.

955 teachers have been trained on problem-solving strategies; a module that is continuing. Teachers on the Teaching Mathematics for Understanding (TMU) were trained on the content for all the terms (Grade 1 to 4). 19 Subject Advisors, 12 Circuit managers, 172 SMT and 816 Foundation teachers and officials in the district were trained on the Foundation Phase Initiative Programme - a Learning Through Play programme.

257 Departmental Heads were trained on how to use different cognitive levels to develop quality formal assessment tasks. 122 Grade R to 3 teachers, 15 SMTs, 23 Subject Advisors, 2 Provincial officials were trained on Coding and Robotics content. 2399 FP teachers and 164 Departmental Heads have been trained on NECT Recovery trackers to assist in pacing of the content. 7351 Curriculum Education Assistants were trained. 4950 Reading Champions were trained on reporting tools and managing their outcomes. And finally, 205 schools have been monitored and supported on curriculum implantation and DBE workbook utilization.

One of the highlights in resource Provision was the Eastern Cape Gambling Board providing 54 schools with Maths Kits. Moving to Curriculum coverage, I am happy to report that coverage tools were developed for online and onsite. This also transitioned to Radio lessons on Umhlobo Wenene and True FM. A main component of the Curriculum coverage, the technology-focused Coding and Robotics Curriculum is successfully piloting in 125 schools of which 25 are Grade R – three schools, and 100 are Grade 7 schools. DBE has provided 20 computers per school to undertake lessons.

Technological success continues with the Foundation Phase e-library – the zero-rated ECDoE online library which assists teachers to access the readers as they do not have them in the classes. The [www.eccurriculum.co.za](http://www.eccurriculum.co.za); [www.ecexams.co.za](http://www.ecexams.co.za) - website has been revamped and uploading of content has been done.

Madam Speaker, allow me to reflect on the policy priorities of the Department for the 2022 MTEF. Let me first begin by indicating that the Department notwithstanding the constrained fiscal environment that it faces will continue to ensure and strive for improvements in Teaching and Learning and as such our budget allocation will be focused on funding key sector priorities including prioritisation of funding for educators at school level. Indeed, as a labour-intensive department, compensation of employees budget does have a significant impact on the delivery of services and this necessitates the continuous assessment and evaluation of our service delivery model amidst the constricted compensation of employees' budget allocation and find the most effective and innovative approaches for the sector to respond to the human capital resource needs of our schools, district and administration. To support this effectiveness and efficiency imperative, the Department will continue to ensure service delivery is not compromised and value for money is achieved inclusive of the implementation of cost containment measures across the system.

The Department's expenditure increased from R35 321 billion in 2018/19 to a Department: Education revised estimate of R37 803 billion in 2021/22, due to high revised spending emanating from the payment of accruals and COVID-19 pandemic essentials.

The 2022/23 budget allocation increases by 2 percent from the current revised estimate due to the constrained fiscal envelop. Expenditure on the compensation of employees grew from R27.414 billion in 2018/19 to a revised estimate of R29.486 billion in 2021/22. However, the 2022/23 budget allocation on the compensation of employees increases slightly by 1 percent from the current revised baseline.

In spite of the minimal growth, the department received additional funding to cater for pressures related to wage agreements and other education-related pressures. As a labour-intensive department, compensation of employees' budget will have a significant impact on the service delivery, which will necessitate the evaluation of the service delivery model amidst the constricted compensation of employees allocation.

Honourable Members, we call on all our social partners to work closely with the Basic Education Sector in cultivating a culture of reading through the promotion of culture of reading especially in primary schools. We intend to provide all our learners with strong literacy foundations. Let us continue to support initiatives such as World Read Aloud Day, which is about celebrating the power of reading aloud; the power of migrating words and indeed our classrooms must be a conduit to creating a new tale for the African child.

The Department is implementing its Reading Plan for 2019 to 2023 which is based on the National Sector Plan and tailored to the needs and realities of the Eastern Cape province.

The Department will increase the number of teachers trained on the science of teaching and reading methodologies to be at least 400 per semester. We will Train at least 1000 teachers on methodology on Teaching Reading in the African Languages as per the National Framework for Teaching Reading in African Languages.

There will also be a focus on teachers to be trained on progressive teaching in a multi-grade class and we will further prioritise the training of 6000 Grade 2 teachers in reading methodologies.

“The Department is implementing its Reading Plan for 2019 to 2023 which is based on the National Sector Plan and tailored to the needs and realities of the Eastern Cape province.”

Honourable MEC, Mr. F.D. Gade

The Department will continue to encourage schools to use the ECDoE online library and also maximise the use of DBE workbooks.

Lastly Madam Speaker, we humbly encourage all citizens of the province to observe National Reading events such as World Read Aloud Day - 5 February, National Mother Tongue Day – 21 February and International Literacy Week in September.

Honourable Members, as contained in our Action Plan to 2014: Towards the Realisation of Schooling 2025 which was in many ways the country's first comprehensive long-term education sector plan for schools. It states as follows, Schools in former 'homelands' account for just under half of all public school enrolments and face special challenges of poverty and inaccessibility of public facilities and jobs. It has often been argued, for instance in the 2005 Ministerial Report on Rural Education, that the specific needs of schools in former 'homelands', for instance in terms of poverty alleviation and relevant skills development, have not been sufficiently catered for by our education policies.

To a large degree quintiles 1 to 3 of the five socio-economic quintiles cover the schools in question..... meaning that many of the quintile specific interventions by government are attempts to address the specific needs of rural schools. I must add Honourable members, more needs to be done in terms of access, equity, digital empowerment and ensuring all our schools are able to provide quality basic education no matter where they are in the province.

Madam Speaker, as our latest Action Plan to 2024: Towards the realisation of Schooling 2030 states, we know from history how our education system was used to maintain racial and gender prejudices and stereotypes, and perpetuate inequalities.

As Eastern Cape Basic Education we are taking a firm and progressive stance and we will be proactive, supportive and decisive in addressing these historical inequalities. We must ensure that education helps create a society that values equality and rejects prejudice. As our Sector Plan further states, and I quote,

*'Here too, decolonising the system as a whole, and the curriculum in particular, involves understanding the harm done to nationhood and the psychology of both the oppressed and the oppressors.*

*This understanding should guide a process of healing which affirms equality, undoes the marginalisation of African culture and values brought about by colonisation and Apartheid, and moves beyond the confines a Eurocentric world view and curriculum.'*

Programme 1: The 2022/23 budget allocation increases by 3.9 percent to R2.936 billion mainly to provide for existing contractual obligations in respect of data integrity and maintenance of the South African School Administration and Management System (SASAMS) and Learner Unit Record Information and Tracking System (LURITS) data systems.

Honourable Members, we will enhance the links across education goals, metrics, and data down to the school level so as to further enable a culture that values data. This will allow line functions with the support of our research component to ensure that, for instance, districts become increasingly aware of how data can contribute towards better planning and management. To support our core business of Education; utilization of statistical data aggregation techniques through our EMIS systems being SASAMS and DDD has allowed the Department to pin-point areas individual of improvement. Districts, Circuits, Schools, and even to a level of individual learners that needed support could be identified and intervention provided where it mattered the most.

Based on surveys from our National Department of Basic Education, the Eastern Cape Department of Education is rated amongst the top provinces in its innovation on SASAMS implementation and the number one province using the DDD system creatively and productively.

Programme 2: Expenditure increased from R28.650 billion in 2018/19 to a revised estimate of R29.687 billion in 2021/22. The 2022/23 budget allocation increased minimally by 1.1 percent from the revised baseline.

Programme 3: Overall expenditure decreased from R130.807 million in 2018/19 to a revised estimate of R101.628 million in 2021/22 due to an impact of fiscal consolidation. The allocation for 2022/23 reflects a significant increase of 55.4 percent to R157.897 million due to reprioritisation of funds in an endeavour to increase per learner allocation in respect of schools qualifying for subsidies

Programme 4: Overall expenditure increased from R769.343 million in 2018/19 to a revised estimate of R998.611 million in 2021/22. The 2022/23 budget allocation further increases by 4 percent, mainly evident on goods and services,

Programme 5: Overall expenditure increased from R782.296 million in 2018/19 to a revised estimate of R1.097 billion in 2021/22. The 2022/23 budget allocation increases by 0.6 percent and is mainly evident on goods and services.

Programme 6: The overall expenditure decreases from R1.714 billion in 2018/19 to a revised estimate of R1.711 billion in 2021/22. The 2022/23 budget allocation increases by 1.7 percent due to additional funding provided for the continued implementation of infrastructural projects at schools.

Programme 7: Overall, expenditure increased from R522.684 million in 2018/19 to a revised estimate of R1.379 billion in 2021/22. The budget allocation for 2022/23 increases by 12.5 percent to R1.551 billion due to a once-off allocation for the Presidential Education Employment Initiative (PEYI) allocation of R1.006 billion in 2022/23.

The implementation of the Service Delivery Model of the Department resumed in 2018. This is when the Department rationalized the 23 Districts into 12 Districts. The impact of this exercise is evident in the overall performance of the institution particularly on learner performance. The implementation of the organisational structure through migration of employees, which resumed in 2020 further empowers the system through placement of employees in line with the Service Delivery Model of the Department. The Department has appointed two females at an executive level, the HOD, Dr. N Mbude and the CFO, Ms. Ngcingwana, and we wish them all the success in these important responsibilities.

Honourable members, Districts play a critical role in managing support to schools and teachers, and the accountability of schools. As emphasised in the NDP, the accountability between districts and schools is mutual. Schools are accountable to districts for effective use of the available resources, and districts are accountable to schools for providing quality support services. The Circuit Management Framework has been approved and will be rolled out to all districts in 2022/23.

The objective is to support, monitor and make Circuit Managers accountable for improved circuit and School functionality.

The Framework has been developed using Quality Promotions & Standards guidelines on Whole School Evaluation. The rollout of District Fundamentals of Performance focuses on improving efficiency in both finance and corporate services. Special focus for 2022/23 is financial



management and accountability in both districts and schools.

The development and expansion of skills is a priority area for the EC Province. The department shall continuously improve the implementation of School Rationalization and Realignment Programme through the publication of all changes in a government gazette.

This is important because small unviable schools continue to present a challenge of provision poor quality of education in our schools. However, in the rollout of this School Rationalization Programme, the department must always consider resource support needs that are required before a school is closed or realigned to ensure that no learner is left out of the schooling because of rationalization.

Investment in a skills curriculum is seen not only as a means of giving learners a good start to their future but is also a means of supporting their families and contributing to the socio-economic development of the province. A basic academic qualification is not enough to find meaningful employment as is evident in the high unemployment rate that is being faced by many graduates today. With the advent of the fourth industrial revolution (4IR) it has become imperative for young people to constantly reinvent themselves to stay relevant in the job market.

The EC Government is therefore committed to levitating the notion of the Three Stream Curriculum Pathway as it will create opportunities for many learners to pursue careers that can benefit both the individual and the economy. The Three Stream Model is part of the Eastern Cape Department of Education System Transformation plan.

The main objective of the Three Stream Model is to implement curriculum offerings which meet the diverse needs of the young people of the country, empowering them to be creative and critical system thinkers.

The aims of the three Stream Model is to increase the number of learners

participating in quality skills programmes and the number of schools offering a core skills-based curriculum; improve the quality of existing programmes in schools; and integrate participation of private and public skills sectors to maximize entrepreneurial opportunities in the Eastern Cape.

The model seeks to promote the acquisition of skills and competencies for a changing world. In implementing this model. We have intentionally designed the curriculum offerings in the Technical Vocational pathway to match the skills needs of the province in line with the PDP

“Objective of the Three Stream Model is to implement curriculum offerings which meet the diverse needs of the young people of the country, empowering them to be creative and critical system thinkers.”

Honourable MEC, Mr. F.D. Gade

Key initiatives for the 2022 MTEF include programmes related to the Oceans Economy where we have 2 pilot schools focusing on Maritime Studies. We are negotiating with EL Port authority on a partnership to establish a fully-fledged Maritime school. For aeronautical education- we are negotiating a Public Private Partnership to establish an aeronautical school, @43 AIRSchool in Port Alfred. This will be the first of its kind in South Africa. In the Auto Sector– Volkswagen (VW) has donated engines to resource our Technical Schools workshops. We have started a process plan to kick-start this area of work and will fund this initiative in steps as budget becomes available.

Transitioning our key focus areas for the next two years needs to be in line with the progression of the Fourth Industrial Revolution. Accordingly, the Provincial e-Education implementation plan for the next four years (2021 – 2024) will focus on the following areas: Connectivity for teaching and learning - IT Competency; ICT equipment loaded with LTSM; Electronic Digital content (setting up an online platform); ICT Teacher Professional Development; Broadcasting of Lessons (radio and television) with Provincial virtual lessons; New Provincial Innovations based on the COVID-19 pandemic interventions; and Monitoring and support. The broadcasting of Virtual lessons will continue utilizing the 3 Virtual studios in Teacher Development Institutes the studio at Cofimvaba Science Center.

Madam Speaker, I am delighted to announce the setup of an [www.ecdoe.online](http://www.ecdoe.online) platform is underway in collaboration with 2Enable. This was started with the intervention project to assist unplaced learners, learners with scholar transport challenges or having comorbidities to getting online learning support. The pilot project started with 32 Grade 8 learners from Joe Gqabi- who were unplaced in one of the schools in Aliwal North and will run from 28 February 2022 through to December 2022.

To allow connectivity and interaction in the online platform learners were allocated Lenovo Tablets and data for connectivity. This has been made available out of 11 600 tablets from the ETDP SETA intervention in collaboration with the Department. The online school will support all Grades as per the need of learners.

“I am delighted to announce that the setup of an [www.ecdoe.online](http://www.ecdoe.online) platform is underway in collaboration with 2Enable. This was started with the intervention project to assist unplaced learners, learners with scholar transport challenges or having communities to getting online learning support.”

Honourable MEC, Mr. F.D. Gade

The E-Teaching and Learning strategy will see deployment of smart classroom solution to 300 schools (inclusive of multigrade, special schools and mainstream schools from Primary to High Schools) per annum; providing an E-Learning solution to each school to be used as a rotating mobile solution amongst teachers and learners in each targeted school. The solution will provide twenty 2-in 1 notebooks in a mobile lockable trolley, 1 C3 content server, 1 Visualisers, 1 Data projectors, Speakers, and a Wi-Fi Connectivity LTE Router. Digital skills training in collaboration with DBE aims to train 600 Foundation Phase Teachers per Term across the 12 Districts.

The establishment and resourcing of Agricultural schools finds expression in the National Development Plan (NDP) and the Provincial Development Plan (PDP). The Eastern Cape Province is one of the poorest provinces in the country, consisting mainly of rural areas. Although the province is faced with many other challenges like high unemployment, poverty, poor infrastructure, the province has great potential agricultural land. Agriculture has the potential to promote development and growth in the province; however, it is not optimally utilised to promote development and reduce levels of poverty.

Our vision for the 17 Agricultural Schools in the province is the development and enhancement of agriculture by educating learners and agricultural communities (young and old) to participate in the creation of a sustainable economy (wealth), food security, health, peace, democracy and sound effective citizenship. In this strategy, an agricultural school will be a comprehensive, open and accessible special public school, each with a farm situated in their unique ecological region that will have its own production and teaching units that specialize in the field of agriculture. It will strive to attract, educate and train learners with a special interest in agriculture who would pursue a career in agriculture, whether through university or agricultural college. The school will offer high quality education to learners and responsive programs to developing farmers.

The Department will ensure that in the 2022 MTEF we recapitalize 12 existing Agricultural Schools in category 2 & 3 with boreholes; to further resourcing 6 schools in category 2 & 3 to meet minimum curriculum requirements of 3 production enterprises – Ulana, Abambo, Frank Zibi, Gobizizwe, Patensie & Freemantle. Further to this, 17 schools will be provided with various support materials to ensure quality teaching in learning. Finally, we aim to establish 1 new Agricultural School in Alfred Nzo East District

“Our vision for the 17 Agricultural Schools in the province is the development and enhancement of agriculture by educating learners and agricultural communities (young and old) to participate in the creation of a sustainable economy (wealth), food security, health, peace, democracy and sound effective citizenship.”

Honourable MEC, Mr. F.D. Gade

Madam Speaker, we have mobilized partners in the sector to support us in this area. I am pleased to report that our three flagship agricultural projects - the Vodacom Sustainable Living Project, the Sprouting Entrepreneurs Project in partnership with the Austrian Education ministry; and the Siyakhana Growth and Development Project – all demonstrate models for sustainable and integrated schools' learning systems which is a high priority of ECDOE, while simultaneously improving the quality of education received and igniting a passion for agriculture in young minds and hearts. We have MOUs in place with our partners until 2023.

Educational Support Services are integral to nurturing a healthy and full rounded child to achieve their best performance. Our NSNP target of the priority activities for 2022/2023 are: Meals for 752 466 learners in 2774 primary schools; Meals for 304 409 primary learners in 1023 combined schools; Meals for 79 792 secondary learners in 1023 combined schools; Meals for 511 581 learners in 783 secondary schools; Meals for 8011 learners in 44 special schools; Meals for 10 363 learners in 317 low enrolment schools; and Breakfast for 352 883 learners in 2070 schools. Employment targets for 2022/2023 are set at: 54 NSNP monitors; 24 Data capturers; 12 729 Voluntary Food Handlers, and 4 081 Voluntary Food Handlers Serving Breakfast.

The ScholarTransport programme is not without its challenges, such as budgetary constraints and we are interacting closely with the Department of Transport and Provincial Treasury in ensuring continued effective implementation of this important support programme for our learners. We will continue supporting the creation of safe schools where learning and creativity is nurtured and can thrive without hindrance to the teaching environment.

Activities to ensure the seamless implementation of the ECD Shift encompass a legal, human resource, finance and infrastructure perspective. From a legal perspective, the function Transfer was gazetted by the Premier, to enable the formal administrative activities related to the shift. Service Level Agreements with the ECD Centres have been prepared and will be signed by the Department and register centre that will be subsidized by DOE with effect from 01 April 2022.

Human Resources are on track for: Identification of posts that will be following the function from DSD to DOE; Identification of personnel that will be following the function from DSD to DOE; and Inclusion of the ECD Function into the organisational structure of the Department.

The financial portfolio is readying for: Identification of ECD specific budget to follow the function from DSD to DOE. Moveable Assets including GG Vehicles have been verified and they will be transferred to education for ECD use. Finally, Infrastructure Development will support ECD Centres with structural challenges. Office Space has been allocated for the incoming DSD officials.

To ensure the smooth transition, the Department in collaboration with OTP has since conducted change management interventions for the affected employees. This exercise has emphasized the support meant to empower the administrators and professionals tasked with supporting the ECD Centers of Eastern Cape.

The Department is mandated to improve access to quality early learning and will, in this regard, subsidize 0-to-6-year-old children from identified registered ECD Centres together with schools that offer Grade R. Training of ECD practitioners will be provided to upgrade the practitioners' qualifications. Furthermore, in improving the foundational skills for numeracy and literacy, in-service training will continue for the ECD practitioners on the National Curriculum Framework for the 0 to 4 age cohort and CAPS for Grade R.

Madam Speaker, we are taking inclusive education with special schools. We have identified "high level" support learners in Mainstream Schools e.g. 4 learners in NMB with visual disabilities were supplied with assistive devices (Orbit readers, talking calculators, screen magnification software, screen reader software and laptops). Full-service schools are essential in expanding our footprint beyond special schools.

The LSPID grant which is intended to ensure care and support for the vulnerable learners who are severe. We have 30 specialists employed in their grant including Psychologist Occupational Therapist, Physio Therapist Educational Therapist. These specialists are also working in our SID Schools. Psychosocial support has been provided to more than 900 learners through individual and group therapy, as well as telehealth. A call centre number has been created to provide services to learners who experience. An excess of 1300 learners have been successfully placed in special schools through the SIAS programme. 1530 learners have been assessed and provided with support by psychologists and therapists. School- Based Support Teams (SBSTs) are being trained and supported by the DBSTs on the implementation of SIAS processes.

Our region currently has 45 Special Schools; 24 of them are designated as Resource Centres. For 2022/23 we are operationalizing two more Special Schools for Autism. These are Manzabilla (ORTC) and Nomvume (BCM). At Merryvale Special School, we have added a wing that will serve Autistic learners. For 2023/24 we will also operationalize 2 Special Schools in Queenstown (CHW): one as a School of Skills and one for Autism.

Madam Speaker, inclusive Education recognises the right of all children to feel welcomed into a supportive educational environment in their own community. It refers to the capacity of ordinary local schools and ECD Centres to respond to the needs of ALL learners, including those requiring extra support. Indeed, Inclusive education is a fundamental pillar of our Education System Transformation Plan with policies and initiatives being designed to provide support to all our learners. Many of our young children with autism or related neurodevelopmental conditions and their families, need a responsive system that will ensure that they get desired support.

The Department will be working within participatory structures and all community organisations to ensure interventions and support measures are in place to support our learners. I am especially proud of the work the community organisations such as Our kids are special and Autism Sinethemba, which we will be working with closely towards educating and supporting young, pre-school aged learners with Autism Spectrum Disorders. In addition we will need to create partnerships and work collaboratively with other departments and role players in the sector in driving a dedicated programme towards those young people 18 and older affected by autism to provide with skills and opportunities as well for full participation in the economy and communities.

This includes partnerships with the Department of Transport to equip them to be licensed drivers, redirecting our general assistants and educator assistants to support our special schools, and also work with the Department of Social Development in support for our young people.

## “Bonke Ngabethu”

The Department will continue to advocate for the rights of learners who experience barriers in learning. No learner shall be left behind. The Department is implementing a pilot project on the curriculum provisioning for learners placed at College Street Special School. This approach means that learners with high scattered intellectual abilities (analysis) will be provided with the curriculum exposure relevant to all his or her abilities or needs. Learners with different intellectual abilities and on the Autism Spectrum will be catered for through an Individualised Support Programme. The school will provide the learners with skills relevant to the Severe Intellectually Disabled programme but will expand on some of these skills such as food production, hospitality, maintenance, administration, auxiliary care, sewing and needle work as within the standards of curriculum offerings which are part of the Technical Occupational Curriculum (TOC) and for those who are to pursue NSC (Matric) CAPS curriculum.

**Madam Speaker, strong partnerships with private sector, non-governmental organisations, social partners, traditional leadership and all our community- based structures and various social formations are needed to realise NDP 2030 Education Goals.**

The Partnership Unit's role at the Department is to strengthen relationships with other government entities and private stakeholders to assist the department with achieving set education targets. Flagship projects that are fostering the private and public sector partnership are: Albertina Nontsikelelo Sisulu Science Centre, Maritime Studies Project, Agricultural Schools Programme and the Aeronautical Schools Programme.

One of the key focus paths is the resuscitation of the Eastern Cape Education Development Trust. The need to revive or re-establish the ECEDT stems from the realisation that government and civil society need each other to meaningfully contribute to the survival and sustainability of each sector.

The year 2022 is the year of strengthening the establishment of functional QLTC School Committees so that learner outcomes are improved. A school is a foundation for every society hence the urgency to augment public-private partnerships, for improved learner outcomes. QLTC are activists on the ground who support learning and teaching.

The following will be the focus areas of QLTC:

**Adopt – A – School Campaign** by internal and external Stakeholders, assisting in areas where schools have shortfalls. There is a focus on Campaigns, Advocacy, and mobilization on: Sexual Harassment/ Exploitation of Learners by Educators, and GBV and Femicide; Learner Pregnancy; Bullying; Racism; gangsterism; Vandalism; Careers Development; Funza – Lushaka Bursaries Programme; Read to Lead; Matric Second Chance Programme; National Calendar dates (Nelson Mandela Day, Youth Day etc.); Zero Learner Drop-out Programme, and Motivation and prayer sessions in schools.

“Strong partnerships with private sector, non-governmental organisations, social partners, traditional leadership and all our community-based structures and various social formations are needed to realise NDP 2030 Education Goals.”

Honourable MEC, Mr. F.D. Gade

Honourable Speaker, indeed, Education is a societal matter that needs all of us to be dedicated, committed and vigilant in the face of this pandemic. All decisions pertaining to our sector were canvassed adequately within the EC Basic Education community, with all stakeholders making inputs in the process.

We are always guided by the wisdom of our stakeholders and organised labour, inclusive of research studies, which looked into the teaching and learning losses already suffered in the sector; the scientific evidence regarding the impact of COVID-19 on younger children; as well as the advice various stakeholders. My appreciation and thanks to all the learners, learner organisations, teachers, teacher unions, principals, parents, learners, SGBs, SGB associations, individuals, and all our social partners.

I, Thank you

FD Gade  
MEC for Education  
Eastern Cape Department of Education

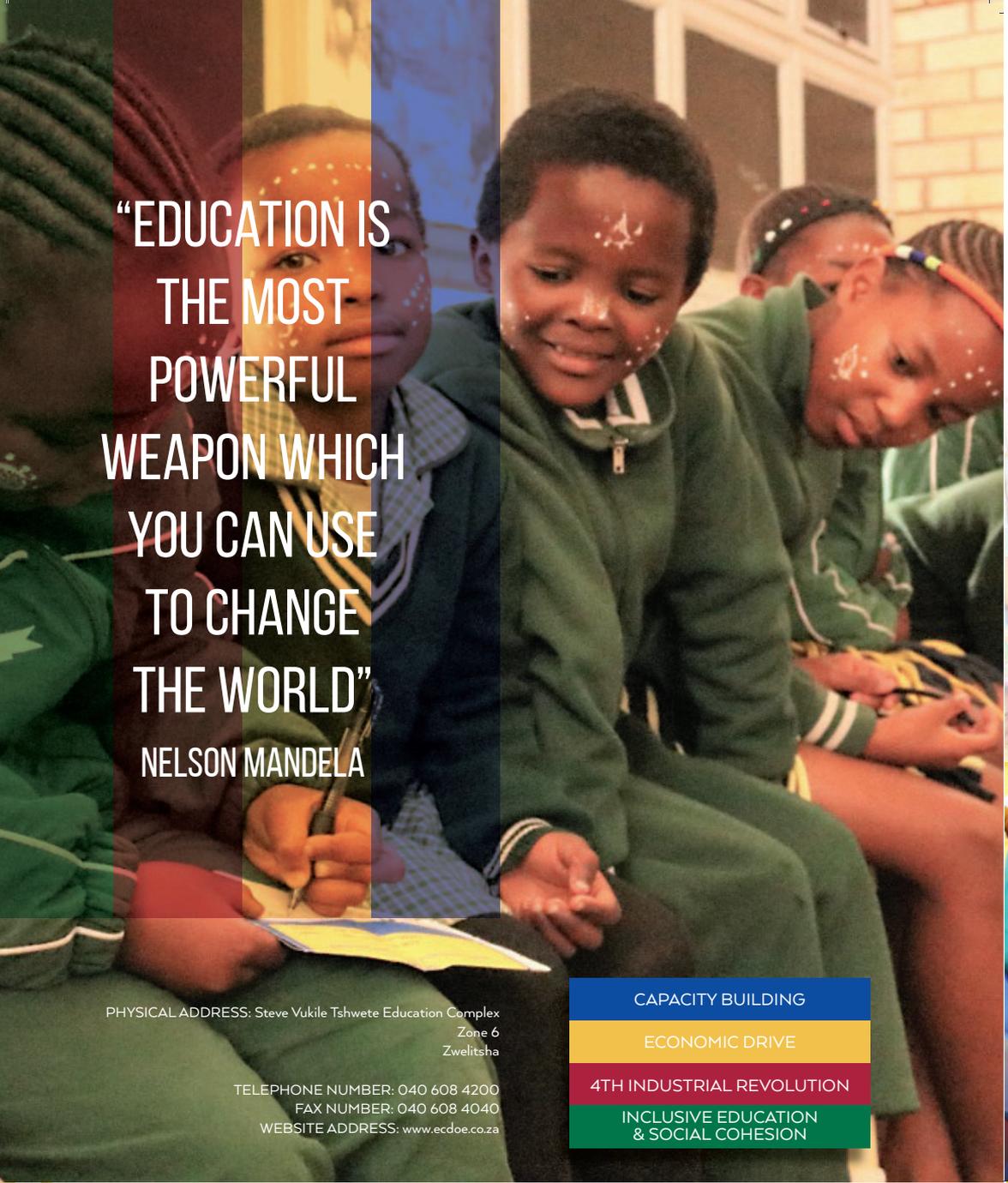
“When we are building schools, we must build schools that meet international standards of an inclusive diverse society so that we don’t separate people with disabilities from the broad social cohesion programs required by government, because there are no special societies in the real world.”

Honourable MEC, Mr. F.D. Gade

Programme Classification	Medium-term estimates			Budget Allocations over the MTEF period	% change from 2021/22
	2022/23	2023/24	2024/25		
1. Administration	2 936 588	2 936 162	3 067 999	8 940 749	3,9
2. Public Ordinary School Education	30 028 285	29 946 797	30 155 671	90 130 753	1,1
3. Independent School Subsidies	157 897	110 345	115 299	383 541	55,4
4. Public Special School Education	1 039 034	1 085 283	1 133 868	3 258 185	4,0
5. Early Childhood Development	1 104 315	1 135 165	1 186 135	3 425 615	8,6
6. Infrastructure Development	1 741 459	1 705 711	1 782 388	5 229 558	1,7
7. Examination And Education Related Services	1 551 607	1 578 341	1 649 166	4 779 114	12,5
<b>Total payments and estimates</b>	<b>38 559 185</b>	<b>38 497 804</b>	<b>39 090 526</b>	<b>116 147 515</b>	<b>2,2</b>

Economic Classification	Medium-term estimates			Budget Allocations over the MTEF period	% change from 2021/22
	2022/23	2023/24	2024/25		
<b>Current payments</b>	<b>34 052 805</b>	<b>33 880 325</b>	<b>34 742 968</b>	<b>102 676 098</b>	<b>2,0</b>
Compensation of employees	29 789 293	30 109 597	30 403 240	90 302 130	1,0
Goods and services	4 263 512	3 770 728	4 339 728	12 373 968	9,4
Departmental agencies and accounts	68 360	71 365	74 569	214 294	4,9
Higher education institutions	15 113	15 781	16 490	47 384	4,2
Non-profit institutions	2 912 189	2 932 106	3 063 758	8 908 053	3,6
Households	216 928	189 933	198 461	605 322	(14,0)
Buildings and other fixed structures	1 210 368	1 356 584	940 249	3 507 201	9,9
Machinery and equipment	82 043	51 447	53 756	187 246	(15,2)
Software and other intangible assets	1 380	263	275	1 918	420,8
<b>Total economic classification</b>	<b>38 559 185</b>	<b>38 497 804</b>	<b>39 090 526</b>	<b>116 147 515</b>	<b>2,2</b>





“EDUCATION IS  
THE MOST  
POWERFUL  
WEAPON WHICH  
YOU CAN USE  
TO CHANGE  
THE WORLD”  
NELSON MANDELA

PHYSICAL ADDRESS: Steve Vukile Tshwete Education Complex  
Zone 6  
Zwelitsha

TELEPHONE NUMBER: 040 608 4200  
FAX NUMBER: 040 608 4040  
WEBSITE ADDRESS: [www.ecdoe.co.za](http://www.ecdoe.co.za)

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