



DEPARTMENT OF EDUCATION
NORTH WEST PROVINCE

Budget Speech

2022 / 2023

Abridged Version



Department of Education
North West Province
REPUBLIC OF SOUTH AFRICA



BUDGET VOTE 8 SPEECH DELIVERED BY THE HONOURABLE MEC FOR EDUCATION, MS WENDY MAPHEFO MATSEMELA MPL, AT THE PROVINCIAL LEGISLATURE ON TUESDAY, 17 MAY 2022

Madam Speaker, the Honourable Suzan Dantjie,
Deputy Speaker, the Honourable Viola Motsumi,
Premier- of the North West, the Honourable Bushy Maape,
Chief Whip, the Honourable Paul Sebego,
My colleagues, Honourable Members of the Executive Council,
Honourable Members of the Provincial Legislature,
Honourable Members of Parliament here present,
Our delegates to the National Council of Provinces,
Chairperson of the SALGA,
Chairperson of the House of Traditional Leaders, Kgosi Mabe,
Executive Mayors and Mayors of North West Municipalities,
Leaders of Political Parties,
Leaders of faith-based organisations,
Leaders of trade unions, SGB associations and other civil society organisations, CEOs of Public Entities, Section 100(1)(b) Administrator, the Superintendent-General, DDGs, Chief Directors, Directors and the entire staff of the Department,
Members of the media,
Ladies and gentlemen

Bagaetsho, madume!!!

It is my singular honour and privilege to table before this august House, the 2022/23 Budget Vote 8 Speech of the Department of Education.

The tabling of the Budget Vote Speech, falls within the Africa month – a time when the Continent of Africa commemorates the founding of the Organisation of African Unity (OAU) – now the African Union (AU).

On 25 May, Africa Day, Africa and the African diaspora across the world, celebrate and acknowledge the successes of the AU from its creation, since 1963, in the fight against colonialism and apartheid; as well as the progress that Africa has made against the backdrop of the common challenges that the African Continent faces in a global space.

Madam Speaker and Honourable Members, I stand here inspired by the words of one of the finest African authors, Ben Okri, who writes in his book entitled '*A Way of Being Free*' –

“They tell me that nature is the survival of the fittest. And yet look how many wondrous gold and yellow fish prosper amongst the silent stones of the ocean beds; while sharks eternally prowl the waters in their impossible dreams of oceanic domination, and while whales become extinct; look how many do and antelopes, ants and fleas, birds of aquamarine plumage; birds that have mastered Chinua Achebe’s art of flying without perching; how many butterflies and iguanas thrive, while elephants turn into endangered species; and while even lions growl in their dwindling solitude... Nature and history are not just about the survival of the fittest, but also about the survival of the wisest, the most adaptive and the most aware”.

Our history implores us to equip our people with knowledge and understanding that survival is not about fitness alone. It is about perseverance, wisdom and caring.

It teaches us that in order to grow and develop, we need to be strong to stay on the course, to embrace the challenges, to adapt to change and to take care of the young and those displaced by change.

Our history also demands that we use education to build a capable developmental State, as espoused by the “*Ready to Govern*” document of the Ruling Party – the African National Congress, my political home.

In his 2022 Statement of the National Executive Committee, on the occasion of the 110th Anniversary of the African National Congress, President Cyril Ramaphosa outlined a capable developmental State as one that efficiently guides national economic development by using the resources of the State to meet the needs of the people.

Madam Speaker, what we present today represents yet another step in the process of preparing the learners in North West schools for a changing world and active participation in the economy, as responsible citizens.

Madam Speaker, three years ago, the Council of Education Ministers (CEM), led by the Honourable Minister of Basic Education, Mrs Angie Motshekga, resolved on six basic education sector priorities. Through these six sector priorities, the basic education sector under the Sixth Administration, committed to lay a solid foundation for a quality and efficient education system, as well as to contribute in providing permanent solutions to the architecture of the education and training system of our country.

Most recently, we have revised our five-year Medium-Term Strategic Framework to *Action Plan to 2024: Towards the Realisation of Schooling 2030*, which is giving expression to our Sector priorities, anchored on –

- the declaration of our Constitution of the Republic of South Africa, 1996, that *education is fundamental right for all*;
- the directive of the National Development Plan (NDP), Vision 2030, which expects that “*by 2030, South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes*”;
- the need expressed in the Continental Education Strategy for Africa (CESA, 2016-2025) “*to orient Africa’s education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture the African core values, and promote sustainable development at the national, sub-regional, and continental levels*”; and
- reflecting on the UNESCO Sustainable Development Goals (SDGs), 2030, especially SDG4, which calls for “*an inclusive, quality and equitable education and lifelong opportunities for all*”.

Therefore, the Constitution, the NDP, as well as the continental and international conventions, provide the moral imperative and a mandate to Government at all levels, to make the social justice principles of *access, redress, equity, inclusivity, quality and efficiency* educational opportunities, widely available to all citizens.

Because of the time constraints, I wish to implore the Honourable Members of this august House to read the six basic education sector priorities, which are aptly articulated in the MTSF plan – *Action Plan to 2024*, and articulated in my Department's 2022/23 Annual Performance Plan.

While this budget is about looking forward, but not about looking back at the road we have travelled, it is important to take stock of our progress in the last three financial years since I took office as a Member of Executive Council responsible for Education.

A BRIEF REVIEW OF THE PERFORMANCE OF THE DEPARTMENT FOR THE 2019 MTEF PERIOD (i.e., from 2019/2020 to 2021/22 financial years)

Following victory in the national and provincial elections held on Wednesday, 08 May 2019, President Ramaphosa committed the Sixth Administration to focus on implementation of the National Development Plan (NDP), and the implementation of plans that feed into it would be driven by "*men and women with great competence and capability to serve the people of South Africa, so that we can secure economic growth*". The North West Department of Education was no exception to the above injunction.

Madam Speaker, first and foremost, please allow me to highlight some of the achievements registered by my Department since the 2019/2020 financial year. I will specifically focus on physical infrastructure delivery, e- Learning (ICT) devices procured and delivered to all public our schools, including the 32 special schools for learners with special educational needs (LSEN) in our province, and pro-poor programmes, which special focus on the Sanitary Dignity Programme (SDP) and our contribution in the Presidential Youth Employment Initiative (PYEI).

For two consecutive financial years prior to 2020/21, infrastructure delivery and expenditure was identified as Achilles' heel of the Department. It was in 2018/19 and 2019/20 that the Department painfully lost portions of its Education Infrastructure Grant (EIG) allocations to other provinces.

Madam Speaker, in 2020/21 and 2021/22 financial years our performance on infrastructure budget improved remarkably. Our expenditure in 2020/21 was 95.9% and in 2021/22, was 99.9%. Consequently, we did not lose any cent to other provinces.

The achievements in the delivery of infrastructure projects for the period under review, are summarised in the table below:

Project	2019/20 OUTPUT	2020/21 OUTPUT	2021/22 OUTPUT
Number of public schools provided with water infrastructure	33	222	54
Number of public schools supplied with sanitation facilities (including the eradication of pit latrines)	129	58	31
Number of schools provided with new or additional boarding facilities	0	0	1 – Lykso Mega-farm School
Number of schools where scheduled maintenance projects were completed	88	172	88
Number of additional classrooms built in, or provided for, existing public schools (includes new and replacement schools)	206	307	240
Number of additional specialised rooms built in public schools (includes specialised rooms built in new and replacement schools).	21	7	2
Number of new schools that have reached completion (includes replacement schools)	3 Schools completed Maiketso PS (in Dr RSM), Boitekong SS (in Bojanala). Tlhabologang PS – (in NMM)	5 schools completed : Noto PS (in Dr RSM), Tsoseletso PS (in Dr RSM), Phiri SS (in Dr KK), Lerome PS and Marikana Secondary (Bojanala)	4 Completed: Reagile PS, Lichtenburg English Secondary, Waterkloof Heights Primary and Secondary Schools

Number of new Grade R classrooms built or provided (includes those in new, existing and replacement schools).	3	8	5
Number of schools provided with high security perimeter fencing	0	71	53

Honourable Speaker, we wish to inform the House that in our endeavour to avoid a recurrence of under-performance in infrastructure, we have, among others, strengthened the human resource capacity of that unit, improved monitoring and support of the implementing agents, and tracked our performance on regular basis.

Madam Speaker and Honourable Members, between 2019/20 and 2021/22 financial years, we, in collaboration with MTN and Vodacom, also procured and delivered the following e-Learning (ICT) devices to schools:

- Laptops with webcam features, to record learners' assessment for the North West Special School for the Deaf (NWSSD) on 23 June 2021;
- Cameras used for Sign Language Recording and Assessment of learners at the sign Language Laboratory, again for NWSSD on 04 August 2021;
- White Boards used as cubicles for learners' assessment for Kutlwanong School for the Deaf on 29 October 2021;
- Double Cabs were purchased for special schools with hostel facilities, and these were delivered on 19 October 2021; and
- Additional state-of-the-art assistive devices were procured for all our learners who are blind, hard-of-hearing, and those with autism. Deliveries, as well as the installation and customisation of hardware and software of the additional assistive devices began in earnest in March 2022;
- In addition, we wish to report that learners in the Further Education and Training (FET) Band were provided with tablets, populated with the necessary curriculum materials. These learners are also regularly provided with adequate data; and
- Similarly, our teachers were provided with laptops, populated with the requisite teaching materials.

Therefore, Madam Speaker, the notion that the North West Province is lagging behind in preparing our learners for the Fourth Industrial Revolution must be dispelled as fallacious. As a province, we are neck-and-neck with provinces such as Eastern Cape, Free State, Gauteng and the Western Cape in making ICT equipment available to our school communities.

It will not be surprising to establish that we are the leading province in providing our learners in special schools with ICT-based assistive devices.

Madam Speaker, Honourable Premier, Honourable Members, Ladies and Gentlemen, I am happy to remind this House that despite the devastating and debilitating challenges posed by the COVID-19 pandemic, our Class of 2021 made us proud by obtaining 78.24% pass rate in the 2021 National Senior Certificate (NSC) examinations, an increase of 2.04% from 76.2% of 2020.

It is interesting Honourable Members, to report that from our analysis of the 2021 NSC examination results, we found that international developmental indicators, such as the socio-economic background of our learners, are beginning to play an integral role in the realisation of our social justice principles I mentioned earlier – thanks to Government's pro-poor policies. We found that the aggregated percentage achievement of Bachelor passes by "no fee" schools in quintiles 1 to 3 in the Province, have begun to compare favourably with those achieved by fee-paying schools in quintiles 4 and 5. The same has been found with passes with Diplomas. We are zooming into the quality of these passes – soon we will be able to make our observations public in this area.

Madam Speaker, it is heart-breaking to note that a lack of access to sanitary towels is generally identified as one of the causes of girl-learners' poor academic performance, low self-esteem, absenteeism and dropout from school. In the past three years, the Department has been providing pubescent girl learners in "no-fee" schools and their peers in special schools with decent sanitary towels through the Sanitary Dignity Programme.

The Department also continues to contribute significantly towards creating job opportunities for the youth in the province. To mention, but a few – a number of our youth, participate in the internship programmes of coordinated by the Department.

Seven *thousand eight hundred and ninety-three* (7 893) are employed as COVID-19 screeners and cleaners; while over *forty two thousand, nine hundred and thirty four* (42 934) youth assist schools as Educators' Assistants (EAs) and General School Assistants (GSAs), through the Presidential Youth Employment Initiative (PYEI).

Furthermore, Honourable Speaker, the Department, through its examinations and assessment processes, provides employment opportunities for our youth, mainly from our local universities. During the 2019 MTEF period, we provided employment opportunities to *three hundred and eighty* (380) in 2019, *three hundred and ninety five* (395) in 2020, and *four hundred and seventy one* (471) in 2021 to our young people, as Marking Assistance (MAs) in marking centres across the province.

BUDGET VOTE 8 ALLOCATION FOR THE 2022 MTEF PERIOD

Madam Speaker, Honourable Premier, Honourable Members, Ladies and Gentlemen, we must express our gratitude on total budget allocation for the 2022/23 financial year of *twenty point three, four, six billion Rand* (R20.346 billion). This marks a growth of 12.9% from *eighteen billion point zero one one billion Rand* (R18.011 billion) of the previous year's budget allocation.

This represents an increase of R2.335 BILLION, and a growth of 12.9%.

The following, briefly represents a breakdown of the 2022/23 budget allocation per programme of the North West Department of Education –

Programme 1: Administration is allocated *nine hundred and seventy nine million, nine hundred and fifty three thousand Rand* (R979 953 000).

Programme 2: Public Ordinary Schools Education is allocated *fourteen billion, nine hundred and sixty five million, nine hundred and twenty eight thousand Rand* (R14 965 928 000)

Programme 3: Independent School Subsidies is allocated *thirty eight million, six hundred and sixty five thousand Rand* (R38 665 000)

Programme 4: Public Special School Education is allocated *eight hundred and sixty two million nine hundred and eighty three thousand Rand (R 862 983 000)*

Programme 5: Early Childhood Development is *nine hundred and seventy four million, seven hundred and thirteen thousand Rand (R974 713 000)*;

Programme 6: Infrastructure Development is allocated *one billion, two Hundred and forty two million, two hundred and seventeen thousand Rand (R1 242 217 000)*; and lastly;

Programme 7: Examination and Education Related Services is allocated *one billion, two hundred and eighty one million, six hundred and eighty four thousand Rand (R1 281 684 000)*.

Madam Speaker, the main focus areas for 2022/23 financial year are on realisation of the basic education sector priorities as alluded to earlier.

We must concede at the outset that the biggest chunk of this budget (75.6%) is for the Compensation of Employees (CoE) allocation – the main cost driver, taking into account labour intensiveness of the basic education sector. What is of critical importance though, is that the Department continues to strive to maintain the CoE cost at levels lower than the prescribed norm of eighty percent (80%) personnel versus twenty percent (20%) non-personnel costs.

Madam Speaker, we must report that we are currently assisted by the Department of Public Service and Administration (DPSA), who are conducting an Organisational Functionality Assessment (OFA). This project will assist us in ensuring the functionality of the all posts in the Corporate and Financial Management Branch, and in reviewing the Department's organisational structure.

The DPSA is also assisting us with the clean-up of PERSAL transversal system, to ensure that there are no "ghost" employees in the system. We are aware how the Honourable Premier is interested in the outcome of these two critical projects. We will definitely provide reports to the Provincial EXCO as well as our Portfolio Committee, when this critical work is completed.

Briefly, with this budget, the Department will endeavour to improve on the preparedness of young children from Early Childhood Development (ECD) – the 0-4 year-olds, for entry into Grade R, which will necessitate the expansion of Grade R. It will also ensure that Reading Revolution, whose expected outcome, is to improve the Foundations of Learning; and marshal a reading culture, or what the President Ramaphosa calls “*Reading with Meaning*”, continues to be institutionalised in the early grades.

Madam Speaker, equipping learners with knowledge, skills and competencies for a changing world, the world of work, and the Fourth Industrial Revolution, through an intensified implementation, as well as the monitoring and evaluation oversight of all our programmes, strategies, plans and interventions, especially the Three-Stream Curriculum Model – comprising the academic, technical-vocational, and the technical-occupational streams, and the provision of ICT equipment across the system, the focused development of our educators, amongst others, will remain our focus.

In addition, we must ensure the culture of learning and teaching is restored in our schools by providing sufficient and safe learning spaces, age- and grade-appropriate school infrastructure and school furniture, the timeous procurement and delivery of all learning and teaching support materials (LTSMs), ensuring accountable management and governance across the system, and ensuring the functionality, effectiveness and efficiency of the system from ECD to the FET Band.

Intentional and structured cooperation and collaboration with the FET Colleges and Higher Education Institutions (HEIs) are the only mechanism to ensure the seamlessness and the efficiency of the entire education system in our country.

The Department is best placed now to ensure that the dream of our forebears pertaining to the provision of quality education, as articulated in the Freedom Charter, The RDP Document, all Policy documents of the Ruling Party, the Constitution, and the Basic Education Sector Plan, the CESA, and the UNESCO SDGs, is achieved in our lifetime.

CONCLUSION

Madam Speaker and Honourable Members, as I conclude, to achieve all that we have presented to this august House, the Department must and will focus on the following eight (8) areas –

- Institutionalisation of the education for the 0-4 age-group – the Early Childhood Development (ECD) sector;
- Focus on the Foundations of Learning in the early Grades – “*reading with meaning*” before the age of 10 years, must be a norm in the province;
- Availing modern ICT infrastructure and connectivity in all “no fee” schools (Quintile 1 to 3), including special schools;
- Ensuring that learners progress with the necessary knowledge, skills, and competencies necessary for a changing world, the world of work, and the Fourth Industrial Revolution;
- The improvement of teaching capacity and content knowledge of our teachers, through a greater focus on training and resource provisioning for online teaching, learning and support;
- Intensifying the school safety and the values in education as well as health and wellness programmes and interventions through the system;
- Strengthening gender-based violence interventions; and
- Improved infrastructure planning, delivery and maintenance in the province.

Madam Speaker, Honourable Premier, Honourable Members, Ladies and Gentlemen, I wish to inform this august House that other than the abridged version of the Budget Vote Speech, we have prepared a more comprehensive version. We wish to encourage the Honourable Members and members of the public to go through all both versions of the 2022/23 Budget Vote Speech, in conjunction with our 2022/23 Annual Performance Plan. We have submitted both these versions of the Budget Vote Speech to the management of the Legislature.

Madam Speaker, I wish thank you and the Honourable Members of this House as well as the Chairperson and the Honourable Members of our Portfolio Committee for allowing us to present our 2022/23 Budget Vote Speech this morning. We thank all of you for your guidance and stewardship.

We wish to thank the Honourable Premier for the confidence he has given me to continue leading the basic education sector in the Province of the North West. We will continue to improve our execution of the sector-based priorities, the imperatives of the Public Service, and the directives of the Premier and the Provincial Executive.

We wish to thank our social partners – labour unions, SGB associations, civil society, our various education partners for their different roles in ensuring that we delivery quality outcomes in the province.

We wish to acknowledge and thank the private sector, especially our mines in the province, who continue to partner with us on a Rand-to-Rand basis in our construction projects. We encourage them to continue demonstrating the magnanimity for the sake of the children of the North West.

We further wish to thank our school communities – the teachers, the parents and the learners for their continued trust in us. The children of the North West must always be reminded that their future is in their hands. Grab the educational opportunities you are getting now, and strive to be a better person right now, and into the future.

Honourable Members, I personally wish to thank the Administration Team for the sterling work done they have done in the Department. The leadership and guidance provided by the Honourable Minister, the Honourable Deputy Minister and the Director-General, was second to none. The stewardship and guidance provided by our current Administrator, Mr Matthews, will definitely continue to propel the management leadership of the Department to greater heights. You have affirmed the Executive Management Team, the SMS members and the staff you have interacted with, for that, we simply say “thank you”

Team Education, led by the Superintendent-General, I wish to thank you all for your support, and encourage you to do more in your assigned duties. With the imminent departure of the section 100(1)(b) team on 30 June 2022, there is no time to relax. We must strive to restore the confidence of the people of the North West on us. We cannot drop the baton now.

I thank you!

