



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA



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MEC: EDUCATION KWAZULU-NATAL
PROVINCIAL GOVERNMENT



BUDGET

SPEECH

2022/23

**GROWING
KWAZULU-NATAL
TOGETHER**



Hon. Mr Kwazikwenkosi Innocent Mshengu, MPL
KwaZulu-Natal Legislature MEC: Education
KwaZulu-Natal Provincial Government

THE 2022/3 KWAZULU-NATAL DEPARTMENT OF EDUCATION BUDGET POLICY STATEMENT

DELIVERED BY HON. KWAZI MSHENGU

FRIDAY, 06 MAY 2022



SPEAKER OF THE PROVINCIAL LEGISLATURE, HON. BOYCE

KWAZULU-NATAL PREMIER, HON. ZIKALALA

MEMBERS OF THE EXECUTIVE COUNCIL AND THE LEGISLATURE

MEMBERS OF THE PORTFOLIO COMMITTEE ON EDUCATION

LEADERSHIP OF THE AFRICAN NATIONAL CONGRESS AND OTHER
POLITICAL PARTIES IN THE PROVINCE

LEADERSHIP OF ORGANIZED LABOUR

LEADERSHIP OF THE ASSOCIATIONS OF SGBs

MEMBERS OF THE MEDIA

LADIES AND GENTLEMEN



INTRODUCTION

Madam Speaker, we are tabling this budget during a very difficult period in our province, when the recent floods have caused untold damage to various communities, with close to 500 people losing their lives and leaving multitudes of people displaced.

As a basic education sector, we were not spared by the current catastrophic floods as some of our school infrastructure was damaged. Sadly, 64 learners, one educator and one food handler lost their lives as a result of floods.

It is in times like these where we need to draw strength from the words of President Thabo Mbeki that **“gloom and despondency have never defeated adversity. Trying times need courage and resilience. Our strength as a people is not tested during the best of times...we should never become despondent because the weather is bad...”**

Like a proverbial phoenix, the people of KwaZulu-Natal, working in unison, will rise once again and reconstruct their province.

The budget we are tabling today is a forward march on our journey to providing quality education - the kind that is informed by the needs of our economy, while preparing our learners to be globally competitive citizens. It is a budget that should put necessary impetus on realizing our vision to be ***an innovative hub for quality teaching and learning that produces learners developed to exploit opportunities for lifelong success.***

THE YEAR 2021/22 IN REVIEW (KEEPING TO OUR COMMITMENTS FROM THE PREVIOUS BUDGET SPEECH)

It is public knowledge that the year 2021 was a difficult academic year due to the budget cuts. The effects of budget cuts were exacerbated by the impact of Covid-19 pandemic and the July civil unrest.

For a better part of the year, some schools were left with a gross insufficient number of educators as posts could not be filled. The net effect was that some of the subjects were only taught for a very limited time and thereby compromising performance of learners.

Notwithstanding these difficulties and the marginal decrease of 0.8% in matric pass rate, we are satisfied with the overall performance of the system. The increase in the quality of passes and the performance in gateway subjects is indicative of a resilient and maturing biggest system of education in the country.

This performance would not have been possible without the committed and ever hardworking educators. These are educators who are steeped in the culture of service and sacrifice.

Madam Speaker, we have made it a norm in our department that when we make commitments, we also do all that we can to ensure that we deliver on them.

We committed in the last budget speech to pay a special focus in improving performance in gateway subjects such as Mathematics, Physical Science, Agricultural Sciences and other technical subjects.

Today we report that the pass percentage in Mathematics improved by 3.0 percent; 1.5 percent in Physical Sciences; and 3.3 percent in Agricultural Sciences. As was the case in our previous academic year, we today are also boldly making another undertaking that we are further going to improve on these subjects in the 2022 academic year.

We are pleased to report to this House that we have completed building the following schools: Cosmo Primary School in uMgungundlovu District, Siphumelele Secondary School in King Cetshwayo District, Bloemfontein Primary School in Harry Gwala District, Ulovu Secondary School in uMlazi District, Sokheni Secondary School and Sinothando Secondary School in uMzinyathi District, Vezukusa Primary School in uMkhanyakude District and KwaMiya Primary in uThukela.

With regard to pit latrines, we remain true to the commitment to eradicate all pit latrines in the province by the end of this year. Of the identified 1 377 schools with pit latrines, 800 schools have new structures, 408 schools have structures under construction and 108 are on design and tender stages. The remaining figure accounts for schools that were closed due to non-viability status.

It would be remembered that in 2019 the President announced a move to introduce Coding and Robotics as a subject. The National Department of Basic Education, working with all provinces, has been hard at work to implement this important career-changing announcement. To this end, 137 schools in Amajuba, uThukela, Zululand, uMkhanyakude, King Cetshwayo and Pinetown Districts have been enrolled to pilot Coding and Robotics this academic year.

With respect to modernizing ways of teaching, learning and governance we are proud to announce that all public schools in the province have been furnished with tablets devices to be used by Principals to improve their work. This investment makes it now possible for Principals to spend most of their time within school premises instead of being on the road to make submissions and attend meetings.

We also undertook to turn our schools into innovative hubs that are fit for purpose in line with the vision of the Department. These innovative hubs are fitted with the following features:



- Access to digital content and Office 365 applications;
- Whole school-based Wi-Fi network with internet services targeting 10MB upload and download capabilities in all classrooms;
- Replacement of all chalkboards with non-reflective whiteboards;
- Establishment of smart classrooms with interactive smart screens.
- Hybrid Libraries.
- Provision of 40 learner laptops per school on a mobile trolley.
- Providing all educators in the school with laptops.

Of the 54 schools identified to receive this investment, 24 schools have been completed and work proceeds in the remaining 30 schools notwithstanding the difficulties resulting from shortage of stock in the country and the escalation of the rand/dollar exchange rates, considering that most of these resources are manufactured outside the country.

MARCHING FORWARD TO OUR DESTINY

Implementation of the revised 2022 Academic Improvement Plan

The Premier of the province has set 80% target of matric pass rate for this academic year. He was also clear that all districts should perform at 80% and above.

For this to be realized, we have put in place an Academic Improvement Plan which rest on the following pillars: arresting district, circuit and schools decline; provisioning of teachers; basic school functionality and productivity; curriculum delivery and learner achievement; supporting struggling learners; gateway subject specific interventions; special support for special schools; promotion of reading for meaning; curriculum biased teacher development; tracking and analysis of learner progress; and accountability sessions.

All districts and schools have also developed their corresponding improvement plans including those that are subject specific. We keep track on the implementation of each pillar and reports are discussed in our monthly MANCO meetings.

We do want to encourage legislature members to also assess these areas when they visit schools during the School Functionality Programmes.

Primary School/Early Reading Improvement Project (PSRIP)

Our focus is not only at matric performance, but the performance of the entire system. It is for this reason that every time we release Matric Results, we also release a document that accounts for the performance of all grades.

We are introducing a number of programmes to ensure that we realize better performance at each grade. Amongst the programmes we have introduced is the Primary School/ Early Reading Improvement Project (PSRIP).

This programme focuses on upskilling educators teaching English as First Additional Language (FAL) as well as Subject Advisors and SMT members by establishing their understanding of principles and practices through routines and methodologies.

During the 2021 academic year we managed to train 507 SMTs in 326 schools. In the current financial year, we are also going to continue putting together all the building blocks that will ultimately cement our position at the top in as far as producing good results is concerned.

Early Childhood Development (ECD)

According to **Atmore et al.** *"early and appropriate provisioning and interventions make it possible for children to grow and develop to their full potential, resulting in increased primary school enrolment, enhanced school performance, lower repetition and drop-out rates, as well as reducing the need for costly remedial interventions to address developmental lag and social problems later in life."*

Van der Gaag and Putcha further asserts that *"available evidence indicates that access to quality early childhood development programmes play a critical role in offsetting inequalities by protecting children against the effects of poverty, poor nutrition, inadequate health care and lack of education"*

The above sum up the rationale of the decision to migrate Early Childhood Development (ECD) from Department of Social Development to Department of Education with effect from 1 April 2022.

Whilst the function now officially resides with DoE, the two departments still work together on transitional arrangements. These transitional arrangements, inter alia, focus on the norms and standards for an ideal ECD centre; the curriculum to be offered; the qualification of ECD practitioners and other related and miscellaneous matters. Ultimately, our ECD centres must be fit for purpose and there will be no compromise on this.



We do, however, want to register our concern that whilst it is a norm that the budget follows the function, the ECD function shift was followed by a reduced grant funding. This will put strain on the Department's capacity to at least maintain that which we inherited.

ON TEACHER DEVELOPMENT

According to Michael Soskil, a 2017/18 Pennsylvania Teacher of the Year and a recipient of the Global Teacher Prize, *"outstanding education systems are filled with outstanding schools. Outstanding schools are made so because they are filled with outstanding teachers"*

This is the understanding that informs our attention of teacher development. Amongst the programmes implemented on teacher development include **Just-In-Time** which has seen **8 750** Grades 10 to 12 teachers in 12 gateway subjects being equipped with the latest methodologies and content depth in their respective subjects for improved NSC results.

Consistent with our resolve to improve pass percentage in technical subjects, **236** Technical subject educators were capacitated through a 5-day intensive practical training session. Training on Agricultural Management Practices (AMP) and Agricultural Technology (AT) was conducted for **44** teachers.

Similarly, training was also conducted for **26 272** Literacy and Numeracy educators from both FET and GET in order to improve learning outcomes.

In total, **77 041** educators – among them Principals, Deputy-Principals, Departmental Heads and Post Level one educators – were trained on the new performance management system for school-based educators, which is known as the Quality Management System (QMS). This is in preparation for the full-scale implementation of this new system in the current financial year.

A total of **889** Foundation Phase teachers have been trained on Digital Skills, a Curriculum and ICT integration programme which we started rolling-out in February this year. The programme is aimed at improving teachers' skills in remote teaching and learning. This programme exposes teachers to online learning and teaching tools for teaching and assessment. It also equips them to enhance teaching through the use of digital technologies, including radio and television.

With respect to Curriculum Management and Leadership Programmes, **6 227** School Management Teams (SMT) members underwent training on **Jika Imfundo** Module 1 and **3 768** were trained on Module 2, covering "Leading Change for the Improvement of Curriculum Coverage."

Consistent with our desire to have all the newly appointed SMT members being capacitated on their new roles and responsibilities, **1 083** were inducted. These leadership and management programmes are aimed at enhancing the capacity of principals and other SMT members to manage schools better so that there is effective teaching and learning.

To institutionalize teacher development and training, we have resolved to re-purpose the Dokkies building in Durban into a fully-fledged Teacher Training Academy. The upgrade and resourcing of this building will be undertaken over the next few year – with R100 million set aside for the current financial year.

THE ESTABLISHMENT OF PROFESSIONAL LEARNING COMMUNITIES (PLCs)

At the core of a successful education system lies a healthy and active Professional Learning Communities (PLCs) that are geared towards ensuring the transformation of the teaching and learning for better outcomes.

With the PLCs, we will be able to ensure a whole-staff involvement in a process of intensive reflection upon instructional practices and desired learner benchmarks whilst at the same time monitoring the outcomes to ensure positive results.

Through PLCs, teachers will continually learn from one another via shared visioning and planning as well as in-depth critical examination of what works and what doesn't work. This will be done in order to enhance learner achievement.

In addition, it is worth mentioning that the implementation of the Lesson Planning Approach in teaching Mathematics since 2018 has led to the establishment of Mathematics PLCs in nine districts at a school and cluster level.

AUTOMATION OF WORKING SYSTEMS

The archaic way of doing things in the department is now a gross disadvantage and is causing many challenges including financial leakages. The unreasonable accumulation of staff debt, poor management of staff leave, failure to pay substitute educators on time and delays in appointment and placement of educators as well as unreliable data from certain schools can be attributed in both the archaic systems of the department and unprofessionalism of some within the department.

To this end, we have resolved to automate our systems to correct these wrongs and also improve on efficiency and effectiveness.

Madam Speaker, we launched this programme of automating the working systems in the Zululand District few months ago and already a lot of teachers and officials have been trained on how to use the available solution.

It is anticipated that the rollout of this programme to all districts will be completed at the end of this academic year. The challenges I enumerated above should be the things of the past once this solution is fully implemented across the department.

EMBRACING TECHNOLOGY IN THE CLASSROOM

Professor Klaus Schwab, the founder and Executive Chairman of World Economic Forum observed that *"embracing technology as an instrument of empowerment in the classroom can enhance teaching. Innovations in technology today make it possible to synthesize and analyze data to tailor pedagogy to individual student needs and provide feedback in real time; significantly reduce costs; allow students from drastically different parts of the world to collaborate on projects; and create platforms of sharing best practices across the world."*

This important observation explains our obsession with turning our classrooms into innovate hubs. We for this financial year, we have further identified another 54 schools to benefit from our integrated ICT programme of modernizing ways of teaching, learning and governance. We will further embark of the following:

- Establishment of Robotics Laboratories to 9 schools whilst piloting Coding and Robotics as a subject; It is also important to note that there is a plan to increase the number of schools depending on the budget availability as well as on prices of ICT resources.
- Revamping the *kzn_funda* portal to accommodate features of the new Fourth Industrial Revolution features.
- Provision of visualizers to 120 schools to effect online facilitation for virtual learning.
- Building of studio at Dokkies to facilitate virtual learning to be streamed live of social media platforms.

Ladies and gentlemen, ICT is at the centre of our resolve to change for the better our education system in KwaZulu-Natal. It is our aim that in the next few years this province should be ranked amongst the most digitally enabled provinces in the country. We have also made it a point that we focus on previously disadvantaged areas where it was a rare occasion for previous governments to prioritize the needs of the people.

ESTABLISHMENT OF A CONTACT CENTRE

To ease communication between the Department, stakeholders and the public, from this financial year, we will establish a contact centre that will be housed at Dokkies, in Glenwood, Durban.

We will be doing this because we have realized that one of the ways to remain efficient and relevant is by ensuring that our customers, parents, learners and stakeholders know

and understand what the department is doing. This can be achieved through regular communication between the Department and those who are interested into our cause for existence.

Over the years, the existing call centre has been deemed ineffective despite available personnel responsible for receiving and ensuring timeous resolution of complaints logged within the unit. Most of the inefficiencies have been attributed to operating an offline or manual system which is unable to track, trace and follow-up on queries and complaints. There is no doubt that such inefficiencies have tainted the reputation of the Department.

As part of improving systems, the Department has started the process of setting up a modern contact centre which is worthy of its magnitude with a view to enhance service delivery and monitoring.

As we continue to be innovative in our approach, a large volume of queries are likely to be received. Schools or individuals are expected to contact the Department seeking assistance with regards to systems or devices that have recently been deployed. This includes any other initiatives or projects that the Department embarks upon.

Most of our queries are also likely to include Human Resource related issues or even Finance and Governance matters around learner admissions. This contact centre will be a One-Stop-Information Centre which will take the shape of the modern-day contact centre - a central point from which the department manages all customer interactions across various channels. The primary purpose will be to offer parents, stakeholders and learners an efficient and effective technical support and customer service.

Considering the size and available expertise within the Department of Education, a hybrid approach will be implemented in this financial year. This means that although some activities can be handled internally, there will be some that have to be outsourced to an experienced and reputable entity with a view to finally transfer skills to internalizing the centre when sufficient capacity has been built.

This platform will allow the Department to broadcast public or targeted notifications from the contact centre. From the same platform users will be able to search and view important information such as Departmental directory, Schools, etc while also viewing departmental Social Media feeds and allowing for incident reporting as well as unique tracking of the report until the case is closed. In this way, the Department can manage and engage stakeholders and parents through a channel that they are comfortable in using.



The period of Covid-19 has also taught the nation that certain activities do not always require a fixed structure for them to be carried out. In this case, the Department of Education will also embed parts of the system for the contact centre to operate virtually.



INFRASTRUCTURE DEVELOPMENT AND MAINTENANCE

During this financial year, we further undertake to deal with all key infrastructure projects that we could not finish in the previous financial year such as Dingukwazi Secondary, Buhlebuzile Primary, Phumanyova Secondary, Esidumbeni Primary and Mbhekwa Secondary in Zululand; Fundokuhle Secondary in uMzinyathi, Lloyds Primary School and Intunjambili Secondary School in ILembe District, Marianhill Primary in Pinetown District, Nkosi Mgwazeni Secondary and Manyampisi Primary in uMkhanyakude District.

The Department will continue to prioritise upgrading of school infrastructure such as at Menzi Secondary in Umlazi District, Dlilanga Secondary, Kwanyamazane Primary and Siyakhula Primary in UMkhanyakude, Bulwer Primary School in Harry Gwala, Mconjwana in uMgungundlovu, Siyakhanyisa Primary School in King Cetshwayo and Mzingezwi Secondary School in Ilembe District.

This year financial year will also witness the completion of the following fit-for-purpose special schools: Inanda Special School in uMlazi District; Tongaat Special School in Pinetown District; YWCA Special School in Amajuba District.

The other prioritised special school projects for implementation in the current financial year are Musa, Zamimplilo and Bawelile Special Schools in the Zululand District. These projects are, however, in pre-construction stages and we are moving with speed to expedite all the processes that will see the construction getting underway soon.

The work of constructing new state of the art schools is continuing unabated in various parts of the province. Amongst the schools that we are currently building are Dundee Secondary and Ekucabangeni in uMzinyathi District, Solomon Mahlangu Primary and JG



Zuma Secondary in Pinetown District, Xoloxolo Primary in Hary Gwala District, Collingwood Primary in Umlazi District and Woodlands Primary in uMgungundlovu.

The Department is pleased to report that great progress has been recorded with regard to the appointment of the contractor for the construction of the new Maritime School in Umlazi District. This will take place in the 1st Quarter of 2022/23 financial year (1st June 2022).

Whilst we continue to register progress in rehabilitating the aging infrastructure in our schools, natural disasters and criminality conspire to set us back. The recent devastating floods in the province left a trail of destruction in our schools - with 630 schools reporting different degrees of damage. On the other hand, criminals continue to destroy our schools as it happened recently in uMkhanyakude District where a school called Mthwazi Combined in Mkhuze was set alight.

All these unfortunate incidents happen against the backdrop of a shrinking infrastructure budget. As a people, we need to stand together to fight criminality and avoid exacerbating climate change which is clearly resulting into these regular incidents of disasters.

With respect to the restoration and rehabilitation of all the school infrastructure that has recently been damaged by the floods, we have adopted a three-pronged approach where the first option, in terms of restoration and rehabilitation, will be implemented by Schools or School Governing Bodies (SGBs) using funds from the Norms and Standards. The second approach is where restoration and rehabilitation will be implemented through the Districts and the last one will be implemented through Implementing Agents.



IMPLEMENTATION OF COST-CUTTING MEASURES

Over and above the provincial wide cost cutting measures, the Department has further imposed certain restriction in order to save on certain costs and re-direct funds where it matters most. Our collective view is that most of the funds should be spent at school level as opposed to Districts and Head Offices. What we actually need at these levels is to improve professionalism and work ethics amongst the workforce.

To this end, we have curtailed down on travelling claims, limited the petrol cards to R3 000 per vehicle and limiting usage of legal firms to only complicated matters.

The Department is also spending a lot of money bailing out schools owing their domestic accounts. This is unsustainable and must be stopped. We will be embarking on auditing all the schools that owe their domestic accounts and where the need arises, the department will withhold such monies in future and pay domestic account direct from head office.

ON REVIVING SCHOOL SPORT, ART AND CULTURE

It will be remembered that School Sport Programme was identified as a critical priority and foundation for identification and development of talent in our country. As a result of this, the National Joint Task Team (NJTT) mandated by the Ministers of Sport and Recreation and Department of Basic Education to developed an Integrated School Sport Delivery Framework started to work on this. This led to the launch of the National School Sport programme on the 5th of November 2011 at the University of Johannesburg, Soweto Campus, leading to the signing of the Memorandum of Understanding (MOU) at the National Level.

Subsequently, flowing from this, the province also re-established all the programmes that would lead to school sport taking centre stage. This saw a memorandum of understanding being signed between our department and the Department of Arts, Culture, Sport and Recreation.

The MOA has been revisited for a review to improve collaboration and the implementation of Arts, Culture, Sport and Recreation in schools.

It is our view, ladies and gentlemen, that the revival of school sport will help us in achieving the following:

- Keeping learners in a health state
- Acceptable fitness levels
- Development of leadership skills
- Positive mentoring, emotional fitness
- Social skills and tolerance
- Discipline
- Improved attainment of learning outcomes
- Boosting of self-esteem
- Development of cooperation and teamwork.

Madam Speaker, we will be doing all that we can to ensure that this programme becomes a reality. This feeds well into our belief of a healthy mind on a healthy body. But beyond this, we want to make sure that we unearth all the wealth of talent that we are unable to see as a result of school sport taking a back seat in the last few years.

FIGHTING A HOLLY WAR AGAINST DRUGS AND DANGEROUS WEAPONS IN SCHOOLS.

Schools are places for teaching and learning not other unsavoury things. The protection of the teaching and learning environment is primarily a responsibility of communities as opposed to educators. Educators are trained to teach not to fight drugs and dangerous weapon which come from communities.

We are making a call that communities must not abdicate their responsibilities to schools. As long as our communities are not able to cleanse themselves of drugs and dangerous weapons, our schools will not be spared. The society must unite and wage a relentless

fight against drug lords and win this battle from street to street and house to house.

The social ills must be fought in our families and communities. It does not help to call for a change in curriculum because of the effects of unstable families and communities. We want to focus on a curriculum that will give learners necessary expertise, skills and knowledge required by the economy.

We also want to send a stern warning to parents and communities who disrupt teaching and learning. There is no amount of a problem that must lead to parents or other community members closing a school. The right to education of a child is sacrosanct because of the importance of education.

The **International Covenant on Economic, Social and Cultural Rights** had this to say about the importance of education.

"Education is both a human right in itself and an indispensable means of realizing other human rights. As an empowering right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities. Education has a vital role in empowering women, safeguarding children from exploitative and hazardous labour and sexual exploitation, promoting human rights and democracy, protecting the environment...but the importance of education is not just practical: a well-educated, enlightened and active mind, able to wander freely and widely, is one of the joys and rewards of human existence"

Section 28(2) of the South Africa Constitution prescribes that *"a child's best interests are of paramount importance in every matter concerning the child"*. Therefore, the Department of Education is enjoined to protect the interests of children even against their parents.

To protect these interests, the Department of Basic Education is moving ahead with Basic Education Laws Amendment Bill, which amongst other things seeks to criminalize disruption of schools.

PRESENTATION OF THE BUDGET

The budget allocated to the KwaZulu-Natal Department of Education is as follows:

| PROGRAMMES | BUDGET ALLOCATION | BUDGET IN WORDS |
|---|------------------------|--|
| 1. Administration | R2 291 617 000 | Two billion two hundred ninety-one million six hundred seventeen thousand |
| 2. Public Ordinary School Education | R45 877 836 000 | Forty-five billion eight hundred seventy-seven million eight hundred thirty-six thousand |
| 3. Independent School Subsidies | R95 799 000 | Ninety-five million seven hundred ninety-nine thousand |
| 4. Public Special School Education | R1 420 736 000 | One billion four hundred twenty million seven hundred thirty-six thousand |
| 5. Early Childhood Development | R1 930 284 000 | One billion nine hundred thirty million two hundred eighty-four thousand |
| 6. Infrastructure Development | R2 700 811 000 | Two billion seven hundred million eight hundred eleven thousand |
| 7. Examination And Education Related Services | R3 163 705 000 | Three billion one hundred sixty-three million seven hundred five thousand |
| Total | R57 480 788 000 | Fifty-seven billion four hundred eighty million seven hundred eighty-eight thousand |



CONCLUSION

Madam Speaker, I want to take this opportunity and thank our educators for their invaluable and constant contribution to our education project. Our educators are our foot soldiers who ensure, sometimes under difficult conditions, that our future leaders are empowered to face the world.

We also thank all our educator unions who have demonstrated over the years, that even though they represent the workers and are champions of fair labor practice, they also have the interest of our learners at heart. As one would expect, at times we differ and engage robustly, but it never escapes us, that the most important people, are our learners, whose brighter collective futures we need to secure and give them a fighting chance in life.

Madam Speaker, I also want to thank the Premier and my colleagues in the Provincial Executive Council for their continued support and guidance. I also would like to thank the members of the Portfolio Committee on Education for the oversight role that they play and ensuring that we account for our work.

To the African National Congress (ANC) which deployed us to the positions we hold, we say thank you for the good and exemplary leadership that you continue to show. We know that as the leader of society, the ANC wants us to ensure a total emancipation of the people of this province through providing education that is focused on changing the fortunes of all the people of this province including those that have been condemned for the longest time by the previous governments.

Lastly Madam Speaker, I would like to thank all our officials from our newly appointed Head of Department, Mr Nathi Ngcobo, to the receptionist in all our districts and the head office.

Once more, we pay tribute to the recently departed former Head of Department, Dr Enock Nzama, for having steered the ship and ensured stability and upward trajectory for the Department.

I THANK YOU

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