



Province of the  
**EASTERN CAPE**  
EDUCATION



**POLICY  
BUDGET  
SPEECH  
2021/22**

building blocks for  
**growth**  
department of  
education





Province of the  
**EASTERN CAPE**  
EDUCATION

**2021/2022**  
**POLICY BUDGET SPEECH**  
**BY MEC FOR EDUCATION**

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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

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,

## INTRODUCTION

It is an honour and a privilege to present to this August House the 2021 Eastern Cape Basic Education Policy & Budget Speech of the sixth Administration under the exemplary leadership of Premier Oscar Mabuyane. This year's budget and policy approval legislative process indeed takes place at a most difficult time for our learners, teachers, schools, districts, province, our country and the rest of the world.

What we are sure of is that the effects of the pandemic will remain for years. However, we also know that the pandemic provided an opportunity for all South Africans to prove their resilience and ingenuity at a time when the country faced a common enemy.

Madam Speaker, I truly wish thank and appreciate the all-encompassing and positive contributions made by our communities across the province, our social partners in every ward and district, teachers, learners, parents, principals, School Governing Bodies, the business sector, community based organisations, researchers and academics, professionals in all fields and all citizens involved in education for ensuring the provision of quality basic education continued in the province and in the country. This was no small achievement for us.

Education is a societal matter. The greatest heroines and heroes in the struggle to improve quality basic education remains our people, our communities, whether in the urban centres of our two metros or in our most deepest rural communities in this vast and beautiful province, they all continue to make tremendous sacrifices and an immense contribution to all that is basic education. We must never fail them.

This is a country of heroines. As the people of this land of legends, we continue to draw strength and encouragement from the great struggles fought by those who came before us. This year marks the 150th anniversary of the birth of one of South Africa's most remarkable and pioneering leaders, Charlotte Manny Maxeke. She was the first black South African woman to obtain a science degree, was a delegate to the ANC's founding conference in 1912 and was a founder of the Bantu Women's League, a forerunner to the ANC Women's League.

We draw inspiration and courage from her as we, notwithstanding the challenges we face, 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. We should be always reminded that the NDP 2030 enjoins all of to us to ensure that "*by 2030, South Africans should have access to education and training of the highest quality, leading to significantly improved learner 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".*

This is a nation of heroines and heroes. The pandemic did not derail the province from its constitutional objective to deliver quality basic education. The basic education sector faced unprecedented challenges that affected every facet of our schooling landscape.

The loss of teaching and assessment time had a significant negative effect on curriculum coverage. We had to immediately develop support interventions and recovery programmes to ensure that schooling continues. For example, South Africa was among only 22 countries that maintained the Grade 12 exit level National Senior Certificate Examination. This is a tribute to the thousands of teachers, principals and other education officials who were the frontline workers of the sector as we confronted this devastating pandemic and demonstrated high levels of courage and resilience.

Madame Speaker, we are living under difficult circumstances that require commitment, dedication, sacrifice, and selflessness. We also know the importance of ensuring teaching and learning continues. As the World Health Organisation states, ***'prolonged school closures may result in a reversal of educational gains, limiting children's educational and vocational opportunities as well as their social and emotional interactions and development. The longer a student stays out of school, the higher the risk of dropping out.'*** Additionally, students who are out of school – and particularly girls – are at increased risk of **vulnerabilities** (e.g. subject to greater rates of violence and exploitation.....Furthermore, prolonged school closures interrupt and disrupt the provision of, and access to, **essential school-based services** such as **school feeding** and nutrition programmes, immunization, and mental health and psychosocial support.”

This policy and budget presentation takes place two months after the passing of our late and the longest serving Head of Department of Basic Education in the province, Mr Themba Kojana, a giant amongst administrators, beloved father, mathematics teacher, activist, and a great leader who made massive contributions towards transforming basic education and improving the performance across all levels from districts to schools.

We also acknowledge those teachers, officials and all those who have worked with us and are part of the basic education family who have succumbed to the virus. We send our deepest condolences to the bereaved families. To all of them we say to you be comforted that your loved ones have run their race. Ours is to pick up the spear and soldier on. The dearly departed will continue to live amongst us in our hearts.

We have put in place all-inclusive and wide-ranging measures to combat and manage the spread of the epidemic in the sector with the safety of our learners and officials being a fundamental guiding principle. The full impact of the Covid-19 pandemic on education outcomes is still to be fully ascertained. While the closure of schools is likely to have had some impact on learning outcomes, research indicates that it will not impact substantially on the upward trends observed with respect to learning outcomes. We will continue to intensify our efforts in ensuring the continued provision of quality teaching and learning in our schools in a safe environment.



## REFLECTIONS ON THE WORK OF THE DEPARTMENT IN 2020/21

Madam Speaker, the NSC pass rate in the Eastern Cape improved for each of the four years prior to 2020. We went from:

- 57% in 2015 up to
- 59% in 2016, this increased to
- 65% in 2017. A further increase to
- 71% in was achieved in 2018,
- and a milestone of 76.5% was achieved in 2019.

However, the 2020 academic year was disrupted by the closure of schools to limit the spread of Covid-19. This caused the provincial NSC pass rate to drop to 68.1% in 2020.

All 12 Districts experienced a corresponding decline in the NSC pass rate. The highest decline was in the Joe Gqabi district, where NSC passes dropped by 14.9%. Similarly, NSC outcomes in the OR Tambo Coastal district dropped by 12.5%.

Nevertheless, there were pockets of excellence that deserve our acknowledgement. Two candidates from the Eastern Cape received National Top Achievers Awards from the Minister of Basic Education. They are:

- Buys Reynhardt from Pearson High School in Nelson Mandela Bay District. He received two awards:
  - Overall position 1 in the Quintile 5 category, and
  - 3<sup>rd</sup> position in Mathematics
- Bongo Simamkele from Xolilizwe Senior Secondary School in Amathole East District achieved Overall Position 3 in the Quintile 3 Category.

In terms of achievement within the province, the following learners were recognised as the Top 3 performers in the Premier's Awards for 2020 NSC Achievers:

- **In First position:** Buys Reynhardt: Pearson High School in Nelson Mandela Bay District, the same candidate received the National Award,
- **In Second position:** Julia Nhawu Tawongaishe from Clarendon Girls High School in Buffalo City Metro District; and
- **In Third position:** Steyn Marle from Collegiate Girls High School in Nelson Mandela Bay District.

Once again, I wish to congratulate the Class of 2020, they have been through the most unprecedented time in the history of schooling as we know it and wish them the very best in their future. I believe that these most gallant and committed young people will continue to

shine wherever they are. We celebrate the courage, determination, perseverance, resilience, and agility of the Class of 2020. A round of applause to them and to all learners who were steadfast and persevered against insurmountable odds for the successful completion of the 2020 school academic year.

### **Overall Learner Performance**

Madam Speaker, amidst the pandemic and its challenges, over 130-thousand candidates managed to write the Senior Certificate, and National Senior Certificate examinations in 2020. 'No child was left behind'. All candidates who qualified to write the examinations had the opportunity to sit for the exams. Specially prepared school environments were established for those who had tested positive for Covid-19. 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 afforded an opportunity to start their journey into the future, here and now.

There was a 2.3% decline in 2020 Bachelor passes when compared to 2019 whereas the 2019 cohort had achieved 32.3% Bachelor passes, the 2020 group achieved at 30%. However, the number of learners who earned a Bachelor pass in 2020 was actually higher at 21 886, compared to 20 419 in 2019.

I am proud of the outstanding effort of each of the 12 Districts. Officials in all of the Districts worked tirelessly to ensure success in the NSC 2020 examination. Three districts achieved outcomes at 70% or above, while the other districts all performed above 60%.

It is worth noting Madam Speaker, that six subjects have shown a laudable improvement in the number of Distinctions obtained by our learners in 2020 when compared to 2019.

Almost 50 teaching and learning days were lost due to school closures, and in order to recover some of the lost school days, the final NSC examination timetable had to be adjusted in November and December 2020.

Due to the pandemic, the May/June NSC 2020 exams were also merged with the November/December exams. This had significant logistical implications, with ripple effects on financial and human resources. However, the ECDOE managed to conduct all examinations, whilst fully adhering to Covid-19 regulations.

Madam Speaker, while the Grade 12 pass rate has been widely discussed and praised, we are also pleased to announce that the overall pass rate from Grade R-11 has been consistently above 80% over the past few years. In 2019, it was 85.5%, with a slight decline to 82% in 2020. With all the challenges faced by the sector in 2020, this achievement is truly commendable.

The Grade R pass rate has remained constant at 95% in 2019 and in 2020. It is also worth noting that Grade 10 passes improved from 62% in 2019 to 74% in 2020, while Grade 11 improved from 69% in 2019 to 77% in 2020.



This was only possible through dedicated efforts by committed multi-disciplinary Teams in the Department.

The Department was able to orientate subject advisors and teachers in the amended Curriculum and Assessment Policy Statements (CAPS) Grades 10 – 12 as well as the Revised Annual Teaching Plans (ATPs). It was necessary to amend the annual teaching plans in order to minimise the loss of tuition time as well as minimise the loss of key content across the grades and to ensure the continuity of learning and teaching.

Furthermore, due to the intermittent closure of schools due to increasing infection rates and national lockdown regulations, the Department developed and implemented a framework for at home, self-study for learners. In conjunction with this framework, a series of worksheets, answers, notes, PowerPoint voice over lessons were developed and uploaded onto the departmental website in order for learners to access material to assist in self-study. These support materials were supported with the distribution of mind-the-gap study guides as well as past question papers and memoranda which were distributed to all Grade 12 learners.

And lastly, with a focus on virtual learning, the Department in collaboration with developed and broadcast radio lessons and virtual lessons focusing on difficult topics and assessment strategies. Furthermore, teachers and subject advisors were trained on the use of ICTs that would improve virtual orientation and training sessions.

Honourable Members, we know that the curriculum constitutes the core of teaching and learning and therefore when teaching and learning cannot take place, the essence of schooling is not achieved and every attempt must be made to complete the curriculum and the assessment programme for the Grade. Any deficits in the current grade will have a compounding effect in the next grade and in subsequent grades. The Department's key curriculum intervention includes sector reviews of the curriculum so that the core content that needs to be covered in the time available is not compromised and we will also ensure that there is adequate teaching and learning support that is provided to the teacher and the learner. This will be especially critical for our class of Grade 12 as we work on ensuring they are best prepared for the NSC examinations.

The improvements in learning outcomes across multiple grades reflects the deliberate efforts made by the Department to continually improve the public education system in the Eastern Cape.

Madam Speaker, as indicated in last year's policy speech, language Transformation is a priority for the province. *We acknowledge that while language is not everything in education - without language, everything is nothing in education.*

The Incremental Introduction of African Languages (IIAL) ensures that all schools that do not offer indigenous African Languages, do so from Grade R upwards. The Department piloted a project by providing Bilingual Languages for selected subjects in Grade 12 targeting Quintile 1-3 schools for 2020 NSC Grade 12 preparatory examinations. This phased implementation

served as a pilot for the envisaged National NSC Grade 12 Bilingual Examinations in 2021. The lessons learnt from this pilot project shall inform the future action steps pertaining to the roll out of the bilingual examinations in the system.

In our support of all children to be able to read for meaning by the age of ten, the Eastern Cape Department of Education has established an online Reading Academy for Teachers, to capacitate them on Teaching Reading. It will start operating in the 2021 MTEF period and in 2020 it was successfully piloted in three districts.

The Department recognises the importance of the early years of schooling which is the more important determinant for improvements in the performance of learners in their basic education journey. We have continued investing in early childhood development as it is a foundational priority which will enable the sector in achieving its 2030 NDP vision of a vibrant education system that produces highly skilled and productive citizens. Some key achievements for 2020 include:

- ✓ 4 105 schools offered Grade R benefitting 117 334 learners.
- ✓ Procured Stationery, Classroom Packs and Graded Readers for Quintiles 1 to 3 schools whilst Quintiles 4 and 5 schools received 100% allocation.
- ✓ Provided bursaries for Grade R Practitioners' Teacher Upgrading.
- ✓ 117 334 learners from 4105 schools were funded by the department of which 110 370 are from the previously disadvantaged communities.
- ✓ Grade R readers and stationery packs, were supplied to the 4080 quintile 1 to 3 schools accounting for 110 370 learners.
- ✓ 43 practitioners graduated their B.Ed. (Foundation Phase) from Rhodes University.
- ✓ 194 Grade R practitioners were enrolled for their first year B.Ed. (Foundation Phase) with UNISA in November 2020.
- ✓ Improvement in the results of practitioners who are studying both the Diploma and Bachelor of Education.

Madam Speaker, Inclusive Education recognises the right of all children to feel welcomed into a supportive educational environment and our basic education system should be able to cater and respond to the needs of all learners, including those requiring extra support, social disadvantage, cultural difference or other barriers to learning. Bonke Ngabethu, All are ours, Almal is ons s,n.

The Department procured 17 Hearing screening Equipment and 17 video otoscope for District Based Audiologists to perform their work. These tools of trade are used for hearing screening of learners across the schools.

This will allow for the effective implementation of our Integrated School Health Policy (ISHP). The ISHP target all learners in grade R though we will extend this program by further targeting all Grade 1 learners, learners in School of Skills, and all progressed learners.

Good nutrition is the backbone of effective learning, especially for younger learners. During the 2020 /2021 financial year the following achievements are noted for the National School Nutrition Programme:

- 1) Cenyu Primary School was awarded the Department of Basic Education Nutrition Excellence accolade and placed **position 1** out of over 21 000 schools nationally.
- 2) OR Tambo Inland Education District was placed in **position 2** for the implementation of the National School Nutrition Programme nationally.
- 3) ECDoE's NSNP additional achievements include feeding of over:
  - 1 90 000 Primary School Learners,
  - 461 000 Secondary School Learners,
  - 10 000 Learners in Low enrollment Schools (small schools),
  - 9611 Learners in Special Schools,
  - An additional meal as breakfast to 9691 learners in the twenty anti-poverty sites,
  - Provision of funds for the more than 12 000 Volunteer Food Handlers in the first term of the 2021 Academic year to augment initiatives already undertaken by the Department,
  - Employment of over 12 000 Volunteer Food Handlers who are predominantly women to promote equality, create local economic independence and impart valuable skills that can serve as a platform for other opportunities following the 24 months of employment,
  - Employment of 54 NSNP Monitors to monitor, report and capacitate schools implementing the NSNP.

### **On E-learning and ICT support**

Madam Speaker, in ensuring ICT integration and ensuring seamless implementation of our Education System Transformation Plan, the Department is invested in the ICT Roll-out of the Tablets project for Grade 12 Quintile 1-3 schools with 55 000 Tablets and 72 000 data Sim cards procured and distributed to schools. These ICT devices were pre-loaded with digital content in terms of educational e-content and access to free e-textbooks for the duration of 2020 academic year. Virtual platforms were also activated for teaching and learning opportunities by the learners. We had 13 Virtual studios adding to three (3) existing studios that were already running in the province. The studios served the purpose of producing virtual lessons content for access by our learners and teachers. Our Curriculum Provincial Subject Planners, district Subject Advisors and selected teachers were in the forefront of producing these lessons.

Amid the Covid 19 pandemic outbreak in 2020, effective teaching and learning was threatened. Virtual or remote opportunities were created for the 2020 cohort from Grade R-12. The “ecurriculum”, “elearning” and “ecexams” websites were updated with relevant

remote teaching and learning curriculum support material (worksheets and online notes, past question papers and revision material were uploaded) for the learners and teachers to access to online content.

Schedules for broadcasting lessons using our virtual studios and TouchBoard software were developed and distributed to learners. Simultaneously various learning platforms were activated from virtual lessons broadcasted from our virtual studios, to using SABC Radio stations, online or web-based community radio station and 19 local community radio stations were used to broadcast lessons for our learners.

The Department is proud to submit to this August House that we now have a remarkable archive of e-content resources which are proudly Eastern Cape produced. 36 Primary schools from Alfred Nzo East and West and Buffalo City Metro districts received e-Learning mini server and e-Library solution and Teachers and district officials from these districts were trained on utilization of this innovative solution.

We continued to advocate ICT integration through online Teacher Development, in collaboration with various stakeholders such as Microsoft, 2-enable and Snapplify. Over 8000 Teachers and 700 officials were trained on using TEAMS platform for teaching and learning, classroom management, hosting meetings and sharing of documents.

### **Organisational Effectiveness and Stability**

The leadership of the Department conducted PPN 2021 distribution workshops with stakeholders in education (Educator Unions and SGB Associations) on the 25<sup>th</sup>, 28<sup>th</sup> and 29<sup>th</sup> of September 2020, as well as on 23 October 2020. Pre-final post establishments were issued on 30 September 2020. The MEC consulted with various stakeholders and declared a post basket of 54 026 posts on 9 September 2020.

In 2019, the Minister of Public Service and Administration supported the implementation of a new Organisational Structure for the ECDOE. The Organisational Structure is informed by the approved Service Delivery Model and the Strategic Objectives of the Department. The Organogram was approved by the SG and MEC; the matching and placing of SMS on the new organogram was completed and a comprehensive Migration Plan was developed and consulted on. The Department has finalised placement all employees in middle management including Cluster & District Offices. The migration of existing staff to the new organogram is a complex process and requires extensive consultation and should be concluded in the 2021/22 financial year. We appreciate the support and contributions of our social partners and staff in the positive progress that has been made in the migration process.

The pandemic came at a time when the Department had planned their action plan on skills development programmes to be implemented for the 2020/21 financial year. The department had to reprioritize its programmes to prioritise on programmes that were identified to be critical during and post Covid-19 era.

The department had to prioritise mainly unemployed youth programmes as they were the most affected by the pandemic. There was a total of **523** unemployed youth under the Mathew Goniwe Bursary studying towards BEd in languages, Economics, Accounting, Maths and Science. There are also **82** MEC Top Achievers who are funded by the department studying in various fields ranging from Medicine, Engineering, Pharmacy and Accounting.

The department also ensured implementation of Quality Management System (QMS) Training. The QMS training implementation began by capacitating Provincial trainers, Core Team, National Training Team and Provincial Training Team. For this group, the department trained **298** team members out of a targeted **318**. The first phase of the training also focused on training and capacitating all school Principals across the Province with **3678** Principals trained.

The Department engaged **18970** School Support Teams (SSTs) in a programme meant to assist schools by providing extra human resources to maintain and effect all Covid-19 regulations as outlined by the Ministry of Health. These SSTs were placed in all public ordinary and special schools. The Department also engaged Educator Assistants (EAs), these EAs were meant to assist learners in classrooms.

The Presidential Employment Stimulus is an initiative that seeks to address youth unemployment, while simultaneously addressing the devastation of Covid-19 on households. For most young people employed under this initiative, this becomes their first form of formal employment. The Department together with the National Department of Basic Education is working in implementing the Presidential Employment Stimulus, through the Basic Education Employment Initiative (BEEI).

The BEEI aimed to engage 55 803 youth in all Districts across the Province and; Honourable Members, we are happy to confirm that the Department achieved the target and 55 803 unemployed youth placed in schools as Education Assistants and General School Assistants. Each district was allocated a quota based on the size of the District.

Madam Speaker, we do acknowledge that the BEEI project in the province did have its challenges and this was largely as a result of the Department's resoluteness on ensuring strict adherence to governance protocols and asserting that all our young beneficiaries be appointed on Persal. The National Department of Education has lauded the Eastern Cape for this approach and the sector has indicated that our approach has allowed for effective monitoring of the programme. It is an honour and privilege to submit to this House that the Programme will be extended for the province. Honourable members, the BEEI schools assistants programme reaches every poor community in the province. This translates directly into spending in our townships and deep rural economies, boosting demand in ways that create local market opportunities. Local spending directly supports small enterprise and also reaches the informal sector. We are a government that cares and a government that acts.



The Department provided remote access to all employees that needed to work from home. This includes access to all communication and collaboration platforms, transversal systems and Departmental specific systems. Finance and Supply Chain Management (SCM) delegations have been approved and are currently being implemented to tighten the control environment. SCM standard operating procedures have been approved to provide guidance on the implementation of policies.

The Covid-19 pandemic has resulted in the Department's Supply Chain Management improvising to ensure that all learners, teachers, and non-teaching staff are provided with Personal Protective Equipment (PPEs) to reduce the spread of the virus, and to ensure that teaching and learning can continue in a safe environment.

The outcome of the procurement process has resulted in the creation of a new economy for the Province as two hundred and sixty-two (262) SMMEs were appointed for the supply of various PPEs. A large number of households in the Province benefited from the approximate R550 million that was spend on PPEs for 1.8 million learners and over 60 000 teachers and non-teaching staff.

The procurement model, undertaken by the Department to promote local economic development, Madam Speaker, is the first in the country to have benefitted such a large number of Small Medium and Macro Enterprises SMMEs. This is an achievement the whole Province can be proud of, as the economic injection happened at a time when SMMEs were being hard-hit by the Lockdown Alert Levels.

Madam Speaker, the Department would wish to replicate the same procurement model for the provision of PPEs to schools in the 2021/22 financial year so as to ensure strict adherence to Covid-19 PPE safety and quality requirements, contain costs, support local economic activity and save lives.

It is critical to note that SMMEs are the lifeblood of the province's economy and are also most at risk in the face of a contracting economy coupled with the catastrophic effects of the pandemic. These small businesses across the country represent more than 98 percent of businesses, employ between 50 and 60 percent of the country's workforce across all sectors, and are responsible for a quarter of job growth in the private sector. As ECDoE, we will support our young and emerging businesses across the province.



The Department has rolled out Standard Operating Procedures which are being used in all schools. Preventative measures contained in the Department's guiding documents include:

- Physical distancing in classrooms - this includes no more than 2 learners sharing a desk, and no hugging or shaking of hands,
- Direct contact must be avoided,
- Cloth masks to be worn by learners and teachers at all times,
- No mass public events - sports matches, choral practices and festivals are not permitted, and
- Extra classes should be arranged in small groups that maintain social distancing.

### **School Furniture and LTSM Resourcing**

Madam Speaker, in terms of learner and teacher support materials; and furniture the Department ensured the following:

- More than 10 refurbishment companies were supported by ECDoE to revamp old school furniture for Eastern Cape schools,
- Five warehouses have been equipped with more than 50 000 units of Desks, Chairs / moles to support schools on their needs,
- At least 100 jobs been created through this initiative,
- Critical technical skills have been acquired through this refurbishment program,
- Covid 19 regulations have been observed on the type of furniture delivered to schools,
- LTSM has been delivered to our schools, in the province.

### **Infrastructure Development**

Madam Speaker, despite the challenges faced by severe budget constraints, we were able to finalise 26 infrastructure projects funded from the Education Infrastructure Grant (EIG) Programme across the province in 2020/21 (at a cost of R222 248 572,31). Other basic services provided include, but are not limited to these below:

- A combination of water; electricity and/or sanitation was provided to 12 schools through the EIG programme,
- 71 schools are receiving mobile toilets through the assistance and funding of DBE, managed by DBSA,
- The Department supported 766 schools with emergency water in the last financial year, as well as coordinating with Municipalities and suppliers to fill water tanks for the schools,
- The Department improved its efforts of delivering water to schools and is an active participant in the Eastern Cape War Room on Draught, established last year by the Minister of Department of Water & Sanitation, and

- We have started supporting farm schools with water sources through delivering 12 boreholes which are at the final stages of implementation.

There were 5 schools with new facilities completed in the 2020/21 providing a total of 119 additional temporary and/or conventional classrooms to address overcrowding. In addition, a total of 18 additional specialist rooms (Libraries, Technical Workshops and Laboratories) were provided at these schools, in line with the Minimum Uniform Norms and Standards on Public School Infrastructure.

However, Madam Speaker, given the fiscal constraints faced by the province and historical massive infrastructure backlogs we face we have encouraged schools to implement teaching strategies such as platooning, timetabling, rotation etc. as solutions to mitigate some of the infrastructure challenges and ensure teaching and learning continues.

There are 7 Classrooms completed at 3 different Early Childhood Development Centres. The Centres were also provided with water and age-appropriate sanitation facilities at a cost of approximately R22.9 million.

### **Employee Wellness Services**

Madam Speaker, the Covid-19 pandemic caught the whole world by surprise. The Eastern Cape Department of Education was not spared and as a result all plans, including the budget, had to be adjusted. A positive outcome of Covid-19 is that our responsibility towards health and safety within the workplace was re-emphasized. Our approach in mitigating Covid-19 has been characterized by the following:

- Collaboration from within the Departmental units and other government departments, Department of Health and the Department of Social Development.
- We have established a Departmental COVID 19 Command Centre which comprises of the leadership of the Department and all social partners inclusive of organized labour and representatives of School Governing Bodies. This met weekly and engaged thoroughly on all activity plans and action steps taken in ensuring we create a safe learning environment. Moreover, we are participating in provincial and district Covid-19 Joint Committees to ensure our plans are integrated with all sectors of government.
- Psycho-social support was also provided through the following means,
  - Recruitment of social worker interns for all our districts and head office,
  - Collaboration by Inclusive Education, School Health and Customer Care and in this regard learners and employees benefitted.

Madam Speaker, according to the Integrated Strategic Framework for Teacher Education and Development in South Africa, 2011 – 2025; Provincial Education Departments (PEDs) are considered to be the lead agencies responsible for the establishment and development of Provincial Teacher Development Institutes (PTDIs).

The late Themba Kojana; Superintendent General to the Eastern Cape Department of Education, embraced this mandate with his actions and direction continuously promoting for and enabling equal opportunity access to teaching and learning within the Eastern Cape Department of Education, irrespective of location; population group and / or economic status.

His vision to bridge the digital and urban divide and provide equal opportunity included the embracing of and use of ICTs which saw him spearheading such projects as:

- Distribution of Teacher Laptops and mobile devices to officials including the supply of some level of data. This implementation of his vision saw the Eastern Cape Department of Education in the forefront during a pandemic that enforced strict remote operations,
- Development and rollout of Broadcast Centres throughout the Province; another step in ensuring that where there were gaps in curriculum preparation and delivery; the Eastern Cape Department of Education could access other means to assist its development and help minimise the digital and urban divide.

It is in this light that we propose the renaming of the Umtata Provincial Teacher Development Institute (PTDI) Virtual Learning Centre to The Themba Stanley Kojana Virtual Learning Centre; as Mr. Kojana resonates with the very purpose and vision of these Virtual Learning Centres.

As a leader who not only embraced the use of technology and ICTs as an enabler in teaching and learning, we propose the introduction of The Themba Stanley Kojana Technology and Innovation Award. This award is targeted at our High School Teachers that embrace and use Technology and ICT in delivering teaching and learning. The award is aimed at the showcasing and sharing of innovative approaches in curriculum delivery using technology and ICT.

## **BUDGET CONTEXT**

Madam Speaker, for the 2021/22 Financial year the Department is to receive a budget allocation of R35.076 billion which a 3 per cent decline from the 2020/21 Adjusted Budget Baseline to cater for wage freeze adjustments and fiscal consolidation and is allocated R105.804 billion over the 2021 MTEF period to fund, amongst others, the following Programmes:

- The allocation for Administration receives just above R3 billion in 2021/22 and R8.882 billion over the MTEF period. This is to provide good governance, financial management and assurance services and effective administration services in Head Office, Districts, Circuit Management Centres and schools in our education system, in accordance with the National Education Policy Act, the Public Finance Management Act and other relevant policies,
- Public Ordinary Schools allocation has been revised downwards by 0.7 per cent to receive just less than R28.717 billion. This allocation is almost tantamount to what was allocated in 2018/19 financial year. The funding necessitated our department to revise downwards allocations for the provision of Post Provisioning Norms, funding of schools at the required norms and standards, Hostel Catering, Contractors, Transportation of Scholars and Training and Development budget and the provision of learner teacher support materials and school furniture,

- The allocation for Independent Schools Subsidies is R101.628 million and R431.160 million over the MTEF period. the budget declines in Norms and Standards by 28.3 per cent emanating to budget reductions based on fiscal consolidation. The Department will continue to enhance the monitoring of independent schools through improving the effective utilisation of current capacity throughout the Department to support the overseeing of Independent Schools,
- The budget allocated for Public Special Schools increased by 15.8 per cent from Adjusted Budget to R1.029 billion in 2021/22 and maintain budget ceiling over the outer years of the MTEF largely due to the planned filling of critical vacant posts for professional therapists and physiologists as was the increase baseline of norms & standards funding following an additional allocation received from Provincial Treasury,
- In 2021/22, the budget for Early Childhood Development increases by 26.2 per cent from the 2020/21 Adjustment Budget. Over the MTEF period the programme receives R2.070 billion allocation to cater for the appointment of ECD Practitioner, provision of ECD bursaries for accreditation of ECD Educators as well as Learner School Furniture, Educational Toys and Jungle Gyms,
- The budget allocation for Infrastructure Development in 2021/22 is R1.640 billion and R4.982 billion over the MTEF period. The funding is set aside to make Provision of basic services and fencing to schools where these are lacking or insufficient; Provision of classrooms and ablutions to accommodate re-alignment / rationalisation in the short-term; Provision for maintenance (excluding day-to-day), renovation and refurbishment, as well as emergencies & disasters; Schools for learners with special needs, new & refurbishment of existing; Schools for learners with special needs, new & refurbishment of existing; and Revitalisation of historical school and the construction of new hostels in support of mega schools where identified to effect rationalisation,
- Examination and Education Related Services receives R513.588 million. Our department will continue to ensure continued success in the administration of public examinations in the province. Funded priorities include the enhancing of security for the storage facilities of exam papers and ICT support for our examination administration. Our public examinations standards are comparable to the best in the world.

Honourable Members, as we navigate these difficult economic times and policy implementation in the context of severe budget cuts, we will continue to entrench the principles of value for money and doing more with less. The department continues to be committed to saving of employees jobs and to the provision of quality service delivery, however, due to the 2021/22 budget reductions it will be very challenging to respond to the staffing needs and to respond to the resourcing needs of our schools and districts. Notwithstanding, we shall continue to address school infrastructure backlogs, refurbishment and maintenance of schools, prioritise the provision of hostels, ensure the seamless provision of quality Learner Teacher Support Materials, as well as providing ICT infrastructure and most importantly, ICT training and championing the use of ICT tools and applications, and ensure that all our teachers and learners are well equipped and well prepared to respond to the opportunities provided for by the 4th Industrial Revolution as well strict adherence to Covid-19 protocols.

## **POLICY PRIORITIES 2021/22**

Madam Speaker, allow me to reflect on the policy priorities of the Department for this year.

### **Priority 1: Improving the foundational skills of literacy and numeracy**

As His Excellency, President Cyril Ramaphosa declared in 2019, *“Let us agree, as a nation and as a people united in our aspirations, that within the next 10 years we will have made progress in tackling poverty, inequality and unemployment, where.....Our schools will have better educational outcomes and every 10-year old will be able to read for meaning”*

The ECDOE Reading Plan is based on the National Sector Reading Plan but takes into account the particular context of the Eastern Cape.

The Reading Plan has five integrated strands:

1. Preparing all officials to support the Reading Plan;
2. Training for monitoring and teaching reading;
3. LTSM for reading;
4. Assessment of reading; and
5. Advocacy of reading.

Madam Speaker, the Covid-19 pandemic has taught us that teaching and learning should take place anytime, anywhere and everywhere. This means that parents have an indispensable role to play in the teaching and learning of our children, thus the ECDOE Reading Plan comprises of providing readers every year for all young children (Grade R to 3) to take home and read with their families. The Department will also make available some guidelines on how parents can assist children to read for meaning.

Therefore, it is upon all of us as parents, teachers, administrators, SGBs, Heads of different sections of our education system to play our active role with one objective, which is to ensure that all our children are supported and receive the best in basic education regardless of their socio economic circumstances. Your support in this endeavour of ensuring that all our children can read for meaning is most valued.

Madam Speaker, indeed, as emphasised in the President’s SONA address, early reading is the basic foundation that determines a child’s educational progress, through school, through higher education and into the workplace. All other interventions – from the work being done to improve the quality of basic education to the provision of free higher education for the poor, from our investment in TVET colleges to the expansion of workplace learning – will not produce the results we need unless we first ensure that children can read.

The Department will ensure that all the Foundation Phase teachers are trained on the methodologies of teaching reading in 2021. This Reading Academy teacher training is an online course where the Department will be able to reach out and train many teachers at a time. The Moodle platform has already been set and is ready to roll out the training.



**Priority 2: ECD**

We plan to ensure access to Grade R in all primary schools and improve the quality of teaching and learning in this important grade. Furthermore, we know that at least over 80 percent of our Grade 1 learners enrolling in our schools have received formal Grade R education. To further consolidate this priority focus area and enhance the provision of quality ECD programmes in the province, the Department is committed to continue with training and development of Grade R educators.

The following are some of the key interventions regarding the Training and Development of ECD and Grade R practitioners:

- Funding of Grade R learners at a rate of 70% of funding of Grade 1 learners resulted in the Grade R funding allocation has decreased from R1 026 to R609 for Quintiles 1 to 3,
- Procurement of learner stationery and stationery packs for all quintiles 1 to 3 schools,
- Continued bursary funding of all practitioners who did well in their studies at different levels and universities. This will be done in partnership with our Higher Education institutions as part of our Public Private Partnerships initiatives to improve the quality of our ECD programmes,
- Training of Pre - Grade R practitioners on both ECD NQF Level 4 qualification and National Curriculum Framework (0 to 4),
- Bursaries were provided for Grade R Practitioners' Teacher Upgrading.

We remain committed to the country's vision of providing children with access to quality holistic early childhood development so that all children reach their full potential. The Department and the basic education sector are preparing systems for the ECD function from DSD to Basic Education. It is critical to note that at the centre of the function shift process is the improvement of the development of children and the quality of ECD education in providing the best support to children from an early age onwards. The Department together with the Department of Social Development are working closely and meeting regularly to ensure that all systems are in place for the realisation of the envisaged change in responsibilities for the provision of ECD services. The sector has established relevant governance structures to support the migration phase, namely; Human Resources; Finance and Budgets; Legislation and Contracts; Immovable and movable assets; Communication and Stakeholder engagement; Monitoring and Evaluation, Data and Information as well as ECD programme implementation. These work streams are to ensure a seamless transfer of the functions and are providing regular feedback to the relevant Ministries. Key in the ECD function shift migration process will be ensuring there is no interruption to service delivery. As the Department we really thank and appreciate the support of MEC Lusithi and her leadership team in this most important policy area in our portfolios.



**Priority 3: Infrastructure**

Madam Speaker, currently there are 228 projects in various stages of construction. The Department's construction programme and the built environment economy has been severely affected by the pandemic. It is worth noting that these construction programmes will be resuscitated from 2021/22 with all projects under construction resuming in a phased in manner in order to mitigate the effects of the substantial budget cuts experienced by the Department.

We are committed to the principle of value for money in the rollout of our infrastructure programme; and the need to carefully recalibrate and reprioritise spending to urgent policy priorities. Efficient and effective spending is central to achieving these priorities.

Madam Speaker, I wish to reiterate the importance of partnerships in the execution of our school infrastructure programme. As submitted to this august house, public private partnerships can be leveraged as an important mechanism for addressing our school infrastructure backlog. We will continue to engage with Treasury and other relevant government structures including the private sector and civil society partners in exploring all options on resourcing and supporting our rollout of our school infrastructure programme.

Of the 228 active projects, the following are the 5 major projects scheduled for completion in 2021/22:

- Jubilee Park Primary School                      Nelson Mandela Bay R137m
- Maluti Senior Secondary School                Alfred Nzo West R61m
- Mfesane Secondary School                      Nelson Mandela Bay R87m
- Stanford Junior secondary School            Alfred Nzo East R63m
- Tembisa Special School Hostels            OR Tambo Inland R199m

Madam Speaker, for this coming financial year, 69 schools are destined to receive sanitation infrastructure support from the SAFE Programme which comes to a close at the end of 2022. The Department has budgeted an amount of R20m for sanitation for this financial year. This will target schools that have dire sanitation needs which cannot operate due to the challenges with ablution facilities.

83 Schools have been prioritised by Districts as beneficiaries of fencing projects in the coming financial year. Through this initiative we will provide over 6 500 kilometres of fencing – this is as long as travelling twice up and down South Africa's coastline + 1000 kilometres - to identified schools at a cost of just over R116 million.

More so, Madam Speaker, progress has been made, i.e. scoping and precedent studies, with the establishment of the First Languages Academy that will be hosted by the Eastern Cape for the development of indigenous African Languages as Languages of Mathematics and Science. The protection and preparation of the site will begin in earnest in April 2021 and work will immediately begin for the development of a state-of-art green building facility of its kind in the Province.

An amount of R40m has been set aside for their rehabilitation, renovation and refurbishments to special schools. This is a necessary investment in making sure that these facilities are functional and serve their service delivery mandate.

The Presidential Youth Employment Intervention will see 1 200 youths trained in various building trades such as carpeting, plumbing, painting, bricklaying & plastering & tiling. These trained youth will be based in all 12 districts and will support our schools in the day to day maintenance of the schools.

The Department will monitor closely the utilization of the maintenance budget and see to it that is used for its intended purpose. These young people together with the Departmental works inspectorate team and public works artisans will be required to work in unison to address maintenance challenges in our schools and ensure school maintenance budgets are effectively utilised.

#### **Priority 4: Rationalisation**

Madam Speaker, the aim of the rationalisation process is to improve opportunities for learners by placing them in schools that are equipped to provide quality education.

The Department of Education has put a Circuit School Landscape Plan (CSLP) to ensure that the rationalisation process is implemented orderly to make sure that learners have access to quality education within schools in the same Circuit.

Where a school is closed, resources like LTSM, furniture, finances (school nutrition, norms and standards), are transferred to the hosting school. The Department ensures that Scholar Transport is provided where it is recommended by the CSLP. It is the Department policy that no school is closed if Scholar Transport cannot be provided.

The Department will continue with the rationalisation process whilst taking into account the effects of pandemic and of the significantly reduced budgets. We are working together closely with communities through all steps and phases of the rationalisation programme. There is Provincial Steering Committee that coordinates and advises on the work of the rationalisation and realignment of schools and consists of the Office of the Premier, Provincial Treasury, Department of Public Works, National Department of Education and other stakeholders.

#### **Priority 5: E-learning and E-administration**

Madam Speaker, our Basic Education sector plan states that, “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”. The pandemic is undoubtedly presenting new challenges. But it can also serve as a catalyst for innovations in the areas of e-learning and e-government.

We have created virtual or remote opportunities in the past year for the current cohort of learners. Our websites have been updated with relevant remote teaching and learning curriculum support material.

The usage of the E-learning websites has grown tremendously. Over 2.6 million documents were viewed or downloaded. We will keep encouraging our basic education community to utilise these online resources. These sites are zero-rated meaning access to them uses minimal data or no data at all depending on what is being viewed or downloaded.

In the current 2021 academic and 2021/22 financial year, the Department's ICT integration programmes will continue so that we move closer to realizing our PDP and NDP mandates and goals as a Province:

- Virtual classes will be broadcasted for GET and FET- selected subjects,
- Digital content development will be strengthen, ensuring that we produce now interactive material- explore that my utilizing Moodle Learning management system,
- Strengthening our key websites or educational portal (zero rated),
- Strengthening our auditing of ICT resources and effective utilization of such available resources in our schools,
- Optimising our monitoring and support of schools in terms of ICT integration in teaching and learning,
- We will be supporting the implementation of the phase of pilot for Coding and Robotics,
- Strengthen meaningful ICT partnerships with various stakeholders so as to add value into the ICT agenda,
- Advanced ICT Teacher Development sessions are currently underway for Teachers from 08-29 March 2021, and beyond this period (TEAMS advanced courses).

The Education Management Information Systems (EMIS) continues to be our data management hub and the aim is to position the unit into being a more proactive source of information for the department in supporting quick and informed decision making within the organization and across the sector at large.

We will continue ensuring that we support schools in improving data capturing and ensuring validity of information captured through strengthening the processes within SASAMS and providing training to our schools on the new developments within the system.

The Department has an Education Facilities Management System (EFMS) to manage both its infrastructure programme and asset database, which has been refined over the years to implement the Infrastructure Delivery Management System (IDMS) prescribed by National Treasury. The EFMS was acknowledged as best practice by the National Department of Basic Education, who have now taken it over. It is set to be rolled out as a transversal system for all Provincial Education Departments from April 2021.

Additionally, the Department has set priority activities for 2020/21 operations to:

- Improve and monitor usage of all ICT resources available in the Department,
- Stabilize provision of Network,
- Improvement of ICT Security in view of all the increased cyber-attacks on public and private organizations,
- Accelerate the rollout of Active Directory to improve ICT environmental control and security,
- Support users at all levels to maximize impact of ICT investment,
- Evaluate the various ICT programmes to realise a significant Return on Investment,
- Support users at all levels to maximize impact of ICT investment through training, repairs, improve Internet coverage or provide better access to educational content, This will also provide us with details of tracking location of devices in case of theft.

The Department will focus on leveraging on the current ICT investment and improve the department's operational efficiencies by automating critical business process, thereby saving costs. The priority will be on automating the following at School / District / Head Office levels:

- Automate Submissions,
- Automate HR Practices such as leave and performance management,
- Organisational Performance Management,
- Digital Records Management across the Department,
- ICT support for all governance and administrative requirements in our facilities and schools and supporting all the Department's service delivery initiatives,
- Automate SCM practices.

The Eastern Cape Department of Education services in excess of 5000 schools, the bulk of which are situated in deep rural areas. To facilitate bridging the gap and considering the difficulty in rolling out infrastructure in the deep rural areas, the Department is exploring a project targeting a minimum of 1000 schools in the poorest wards using Satellite technology so as to bridge the digital divide. All learners, no matter their socio-economic circumstances, must be afforded the best opportunities to participate fully in the 4<sup>th</sup> Industrial Revolution.

### **Priority 6: Implementation of a curriculum with skills and competencies for a changing world**

The Department of Basic Education (DBE) has approved the piloting of the Coding and Robotics programme in primary schools. These include Grades R, 1, 2, 3 and 7. This is in response to rapid technological advancements brought about by the Fourth Industrial Revolution (4IR). Learners will be provided with the foundation for future work and careers in computational-based problem solving in line with emerging trends in how we live and work. This contributes to one of our Four Pillars in our Education System Transformation Plan wherein basic education supports the economic development of the province through the provision of relevant skills to our learners.

The pilot is targeting 25 schools in the Foundation Phase and 111 schools in the Senior Phase. It is expected that 221 teachers, 48 Subject Advisors and 3 Subject Planners will participate in the pilot. Subject Advisors and teachers will be trained during March 2021. The implementation of the pilot will start in Term 2 of 2021. The policy documents are still under scrutiny for approval by DBE. I have to frank Honourable Members and indicate that possible challenges for this noble policy includes:

- Funding to buy resources,
- Funding for the training sessions (data, venues, catering),
- The availability of teachers to teach the subject,
- A lack of ICT skills among teachers,
- Timetabling at schools,

However, the Department will work with all stakeholders and sector Departments to find feasible and cost effective solutions in mitigating these challenges and ensuring our learners benefit from this differentiated curriculum offerings.

Madam Speaker, the Department has determined the following key priority activities for the 2021 academic and financial year:

- Development of a differentiated support package for Grade 10–12 learners, with a special emphasis on Grade 12 to consist of a hybrid package of electronic and printed support,
- Intensive focus on the improvement of School-based Assessment with a view to reducing rejections by Umalusi. This would include regular monitoring and support of under-performing subjects and schools to ensure that level 1 moderation is improved and that schools begin to develop and administer tasks of the appropriate cognitive levels which show a verifiable range of learner performance,
- Continuous monitoring, evaluation and support given to teachers in the implementation of the Recovery Annual Teaching Plans (ATPs); this would include monitoring and supporting curriculum coverage,
- Improved teacher development through virtual platforms on content, assessment and pedagogy in order to improve learner attainment.

Furthermore, to strengthen the Three Streams Model, the Department will be conducting a pilot project in 10 public ordinary schools to introduce the technical occupational stream. The pilot will begin in 2021 with an intake of Grade 8 learners and proceed to Grade 9 in 2022. The 10 schools will introduce at least 1 technical occupational subject from the list of 13 approved subjects and “drop” one GET subject; either Technology, Creative Arts and/or Economics and Management Sciences. The pilot will enable the province to determine a full scale roll-out of the technical occupational curriculum to further public ordinary schools in 2023.



## **Priority 7: National School Nutrition Programme**

The provision of a nutritious meal to all learners in Quintiles 1-3 and targeted special schools will continue, thereby ensuring improved access and retention of learners in schools.

For the first time in the history of the National School Nutrition Programme, an additional meal in the form of breakfast will be introduced to Quintile 1 schools in the Province which are considered the most impoverished. The magnitude of this introduction is the targeting of 178 358 learners in 517 Quintile 1 schools. This has never been done before and stands as the greatest contribution the Provincial Department of Education has ever embarked on in addressing food and nutrition security, improvement of cognition which follows on to teaching and learning, aiming directly at averting the medical consequences of malnutrition such as stunting, wasting, increased risk of infections, micronutrient deficiencies and placing the beneficiary or child at the core responsibility within the context of Education as Sector.

## **Priority 8: Inclusive Education**

Madam Speaker, the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) in all Public ordinary and specials schools across the province so that Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live remains a key policy priority for the Department.

For the 2021 MTEF, the Department will ensure the establishment and operationalisation of Special Schools in all Districts (Mt Fletcher, Lingomsolethu in Amathole, and King Ndlovuyezwe in OR Tambo Coastal) including the establishment of Autism Schools in Buffalo City Metro (Nomvume) OR Tambo Coastal (Manzabila in PSJ) NMM (Merryvale School).

Key interventions for the coming financial year include the following:

- The continued implementation of our Telehealth programme,
- We have employed 22 Nurses in all our Special Schools with Hostels,
- The operationalisation of the MOU with DSD in placing Social Workers in all Our Special Schools,
- Training of Support Staff to respond to Covid 19 in Special Schools and Care Centres,
- Cognitive Assessment for 580 learners in LSPID Centres has been done this year for the first time since 2018 and this key programme will continue in the 2021/22 financial year,
- Four additional Special Schools to be established in 2021/22 in the following Districts: Manzabila School ((OTC) Port St Johns), ((KWT) Nomvume School:), Aberdeen Full-Service School in Sarah Baartman, Merryvale Special School in PE to be expanded to include additional number of learners.



**Priority 9: Building partnerships**

Honourable members and citizens of the province, as stated in our sector plan, the overall goal of the various actors in the basic education sector must remain to improve the quality of learning outcomes, and reduce educational inequalities. We should not lose sight of this. South Africa has been on an upward trajectory in terms of the skills acquired by learners for around two decades. This was only possible through concerted efforts by all our partners in the basic education sector. This has profound and positive implications for South Africa's future. Indeed, together we can do more. The momentum of this positive trajectory cannot be lost as a result of the pandemic.

This has been a most challenging year. Let me take this opportunity to truly appreciate and extend my gratitude to the parents and community leaders invested in basic education in all our Districts, our civil society partners, corporates, institutions of higher learning, community groups, and volunteer-based learning programmes, many of whom often worked in partnership with schools and provided highly valuable support to our learners and teachers.

A fundamental theme across all pillars of the Education System Transformation Plan 2019 to 2023 is the nurturing of partnerships with the NGOs, state agencies and the private sector to ensure that the curriculum speaks to the reality of the economy of the province. We will continue working closely with our numerous partners.

In 2020, while being severely struck by the Covid-19 pandemic, ECDoe has received numerous offers of support from donors for the provision of sanitation infrastructure at our schools. Similarly, positive engagements with education stakeholders during the past year stands the Department in good stead where partnerships and collaborations are involved.

**Priority 10: Language Policy and Planning**

Madam Speaker, as pronounced by the Minister of Basic Education, Honourable Minister Motshekga, the ECDOE, through the Education Language Policy, has taken the following steps to improve Language transformation in the provincial education sector:

- The structural conceptualization of the Language Academy has been completed and is listed as part of the Infrastructure Projects for the 2021/22 financial year,
- The finalisation of the operational functionality, and service offering of the Language Academy is in progress, with a key focus on the following areas:
  - Language in Education
  - Language in Economy
  - Language in Law
  - Language in Forensics, and
  - Language in Culture and Heritage

Madam Speaker, the aforementioned key focus areas will help to ensure that there is preservation, promotion, development and management of the province's Languages such as IsiXhosa, Afrikaans, Sesotho, English, South African Sign Language, as well as Khoi and San. The Education Language Policy also aims to address some of the challenges that arose and persist due to our historical imbalances.

Notwithstanding the challenges posed by Covid-19 in 2020, the Department afforded the African Language matric class with an opportunity to write Bilingual Trial Examinations in the following subjects: Mathematics, Life Sciences and History. An analysis of outcomes reflects an upward trajectory in History and Mathematics achievement, but a decline in Life Sciences. Further intervention therefore needs to be undertaken in this regard.

The learners who benefitted from the ELP in 2020 were drawn from Quintile 1–3 schools, and amounted to 61 464 students in total. During the 2021 academic year, ELP will administer the following six subjects: Mathematics, Life Sciences, History, Agricultural Sciences, Accounting and Physical Sciences.

The Incremental Introduction of African Languages (IIAL) strategy requires that all schools that do not offer indigenous African Languages, start to do so from Grade R upwards.

Madam Speaker, it is worth remembering that the Mother Tongue-based Bilingual Education (MTBBE) strategy was started in 2012, with 70 schools offering mother-tongue Mathematics and Science classes from Grade 4 in Cofimvaba. It is these learners who participated and benefited in the 2020 Bilingual Trial Examinations. Similarly, the Department is currently phasing-in a new Grade 4 cohort which will participate in the language programme.

The Department is also preparing the system for a cohort of Grade 8 learners to partake in language programmes. The inclusion of all schools from Grade 4 to Grade 7 that were not part of the initial project is being considered.

Following the Bilingual Trial Examinations of 2020, a detailed comparative analysis has been submitted to the DBE for the potential implementation of a normative pilot by the DBE and Umalusi in future.

## CONCLUSION

As I conclude, Honourable Speaker, allow me to reverberate the importance of unity in fighting the scourge of Covid-19 as we continue with teaching and learning as the Eastern Cape Department of Education. The Covid-19 pandemic has taken many of our heroes and heroines, but we must not lose heart, because those who have departed left a legacy which we must continue pursuing until every child in the Eastern Cape Province is afforded the very best in quality basic education.

Madam Speaker, a word of gratitude goes to:

The Acting HOD and Departmental staff for their technical guidance and support;

I wish to thank our partners – teacher unions, governing body associations, our civil society and private sector partners working directly and indirectly with us,

Honourable Premier Mabuzyane and my EXCO Colleagues,

Honourable Chairperson of the Portfolio Committee on Basic Education, Honourable Saziwa and the Portfolio Committee members for their rigorous oversight, support and guidance,

My family for their untiring support,

I THANK YOU.

FD Gade

MEC for Education

Eastern Cape Department of Education

Programme Classification	Medium-term estimates			Budget Allocations over the MTEF period	% change from 2020/21
	2021/22	2022/23	2023/24		
<b>R thousand</b>					
1. Administration	3 010 533	2 935 587	2 936 162	8 882 282	-2,5%
2. Public Ordinary School Education	28 106 382	27 833 452	28 717 812	84 657 646	-0,7%
3. Independent School Subsidies	101 628	161 219	168 313	431 160	-28,3%
4. Public Special School Education	1 029 794	1 039 609	1 085 283	3 154 686	15,8%
5. Early Childhood Development	673 836	683 495	713 572	2 070 903	26,2%
6. Infrastructure Development	1 640 977	1 635 316	1 705 711	4 982 004	28,2%
7. Examination And Education Related Services	513 588	544 594	567 335	1 625 517	-73,4%
<b>Total payments and estimates</b>	<b>35 076 738</b>	<b>34 833 272</b>	<b>35 894 188</b>	<b>105 804 198</b>	<b>-3,0%</b>
Economic Classification	Medium-term estimates			Budget Allocations over the MTEF period	% change from 2020/21
	2021/22	2022/23	2023/24		
<b>R thousand</b>					
Compensation of employees	28 512 805	28 136 992	29 063 160	85 712 957	-1,5%
Goods and services	2 548 943	2 543 936	2 450 524	7 543 403	-24,9%
Departmental agencies and accounts	65 150	83 473	87 146	235 769	-11,2%
Higher education institutions	14 500				
Non-profit institutions	2 407 086	2 499 770	2 609 268	7 516 124	-20,7%
Households	173 688	181 928	189 933	545 549	-21,7%
Buildings and other fixed structures	1 253 866	1 302 676	1 471 327	4 027 869	218,7%
Machinery and equipment	100 700	83 381	22 830	206 911	34,2%
Software and Intangibles		1 117			0,0%
<b>Total economic classification</b>	<b>35 076 738</b>	<b>34 833 272</b>	<b>35 894 188</b>	<b>105 804 198</b>	<b>-3,0%</b>









## CONTACT INFORMATION

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)