**Growing Gauteng Together through Quality Education**

**2019/20 MTEF Budget Speech - Vote 5: Education by**

**Mr Panyaza Lesufi, Member of the Executive Council for Education**

**Gauteng legislature – 31 July 2019**

Madam Speaker

Honourable Premier

Deputy Speaker

Honourable Members of the Executive Council

Honourable Chief Whip and Leaders of Opposition Parties

Honourable Member Chiloane, Chairperson of the Education Committee

Honourable Members of the Education Committee

Honourable Members of the Legislature

Leadership of Teacher Unions

Leadership of the Congress of South African Students (COSAS)

Leadership of School Governing Bodies

Invited guests from the education community

Officials of the Department of Education

Honoured guests

Comrades and Friends

**Thobela!**

***Introduction***

**Honourable Speaker,** we have laid a firm foundation over the past 5 years, toward establishing Education as the Apex priority and accelerating the social transformation and modernisation agenda we articulated as part of the Transformation, Modernisation and Reindustrialisation (TMR) programme at the start of the 5th Administration.

Honourable Speaker, the tabling of the first Education budget of the 6th Administration is indeed a momentous event. Our budget priorities are based on commitments we made through the ruling party elections manifesto. These commitments have since been enunciated by the President in his state of the Nation address and by the Premier in his State of the Province address last month.

In Gauteng, the 6th Administration represents a period of consolidation, expansion and acceleration of our delivery, aligned to the TMR. In this administration, our programmes are more focused to ensure every Gauteng learner is adequately equipped with the skills required for the changing economy. We are starting with the youngest, ECD learners, and our commitment is to support our young people throughout their schooling life and ensure a smooth transition to post schooling opportunities.

**EDUCATION ROADMAP to 2024**

***Developing the Roadmap: a consultative process***

In line with the national and provincial priorities, which is the blueprint that guides us to action in Gauteng, we have been hard at work to develop an Education Roadmap to 2024. We convened a consultative summit of education stakeholders, including principals, teacher unions, SGB representative organizations and learner formations at NASREC in June this year, where we opened discussions and deliberated on the proposed priorities for 2024. We published a discussion document and invited comments from the public.

This framework was also tabled before the Legislature Portfolio Committee on Education, where I was able to engage with members of the committee on the key priorities that underpin our new plan. I have, also, in the last few weeks led engagements with the MECs and management of all social cluster departments, as well as Economic Development, which I felt was important to set us on a joint path to delivery, in line with cluster priorities.

May I remind the house that I had previously said that we are on the cusp of a global shift in production toward a fourth industrial revolution. This shift has necessitated the adoption of radical, progressive approaches to curriculum which compelled us to innovate and to disrupt the conventional ways of teaching and learning. It has also required us to challenge the traditional institutional models of how the education system should be structured and should operate, and the values on which we would build such a system. The Education Roadmap to 2024 works on the understanding that not only do we want quality education but that is must relevant to the changing economy and society.

***Un-packing the Roadmap to 2024***

Honourable Members, the Education Roadmap to 2024, consisting of 5 new strategic goals and 20 priorities, is our blueprint for Education delivery in Gauteng in the 6th Administration.

We set out five strategic goals to guide our work in the 6th administration. The Department’s goals will focus on quality education and developing the creativity of Gauteng’s young and working people, by building their skills and capacities. Skill development amongst our youth is critical to the eradication of poverty, unemployment and inequality. Quality education and skills development will form the core of all aspects of the Department’s plans through the following goals:

* Strategic Goal 1: Early Childhood Development, which will focus on Grade R universalization, and begin the preparations for the introduction of Grade RR.
* Strategic Goal 2: Promote quality education across all classrooms and schools, with a focus on building foundations in the early Grades, ‘defending the crown’ at Grade 12, promoting a modern skills-based curriculum and the multi-certification of our learners.
* Strategic Goal 3: Create safe schools, that will embody Social Cohesion, patriotism and non-violence.
* Strategic Goal 4: Change the Education landscape to accelerate relevant and quality learning, though twinning and resource optimization, new school infrastructure.
* Strategic Goal 5: To address the needs of Gauteng Youth through development programmes and increasing youth employability.

Madame Speaker, whilst our strategies and priorities capture a bold vision of a future Gauteng Education system, this can only be realized through investment of the right resources for the right purpose. Since developing our Roadmap, we have undertaken an intensive exercise to reprioritize our budget as allocated. The budget I am about to present, explicitly, reflects the new goals and priorities which are part of the Education Roadmap to 2024. I must, however, indicate that some of the new priorities remain underfunded or unfunded.

**OVERVIEW OF THE BUDGET**

***In terms of the Overall Budget***

Despite the tough economic conditions facing the country the provincial education budget has seen above inflation growth. The Department’s total budget for the 2019/20 financial year amounts to R49,2 billion. This represents an increase of R4,5 billion or (10,1%) from the 2018/19 financial year. The budget grew by 57% from 2014/15 to 2019/20 an increase of R18.1 billion over a period of six years. The budget is anticipated to grow at an average annual rate of 8.4% over the medium-term. This shows the commitment of the ANC government to education as a national priority.

In 2019/20, R2,4 billion or 4.9% is funded through **conditional grants**. Conditional grants mainly comprise of the Education Infrastructure Grant (58% of the total conditional grant funding) and the National School Nutrition Programme (35% of the total conditional grant funding).

**The Compensation of Employees** remains the largest cost centre of the education budget, amounting to 75 % or **R37.3 billion** of the total budget. This equals an increase of 10.8% or R3,6 billion from 2018/19 financial year. This increase is mainly attributed to the filling of all key vacant posts and providing for inflation related salary increases. In addition, **R4,2 billion or 8.4%** is allocated to **Transfers and Subsidies** mainly for subsidies to schools and **R1,9 billion or 3.8%** which is allocated to pay for **capital assets** in 2019/20.

**Public ordinary schooling sector**, remains the largest sub-sector of the provincial education system, being allocated the lion’s share, R37.3 billion or 74.8%, We spend on average 7.6% of our budget on Administration, which despite the size of the department makes us one of the most cost-effective bureaucracies. In addition:

* Public Special School Education, is allocated R3.4 billion or 6.8%
* Infrastructure Development, is allocated R1,94 billion or 3.8%
* Examination and education-related Services, which is allocated R1,51 billion or 3%
* Independent School Subsidies, which gets R854 million or 1.7%, and
* Early Childhood Development, which receives R856 million or 1.71%.

Honourable members, the total budget entrusted to Education is not small change. This is a clear signal from the Province, that in the 6th Administration, as was in the 5th, Education in Gauteng will remain an apex priority.

***Our Goals and Priorities***

Honourable Speaker, I can assure you that all our goals and every one of the 20 priorities we identified as part of the Education Roadmap, will indeed be funded in the current term. I will outline the details of each goal.

***Strategic Goal 1: Early Childhood Development (ECD)***

During early childhood years, more than at any other time in life, learning is holistic. It is a complex interplay between children’s physical, social-emotional, communication and cognitive development. To grow and thrive, young children require nurturing, responsive, stable, predictable and stimulating environments.

A number of studies are showing the long-term benefit of early childhood education. Policymakers and educators are starting to place more emphasis on high quality pre-school and child care programmes as well as making them access them universally. Currently, less than 30% of children under the age of four In Gauteng are enrolled in a Pre-school programme. Research continues to point toward the importance of programmes which develop the cognitive, social and academic level of children. During these formative years, the brain is still growing and developing -making those first few years an Important opportunity for education to begin.

Gauteng is committed to improving early childhood development and more children are accessing this crucial building block of learning. Investment in Early Childhood Development (ECD) is well-documented to be one of the most effective, long-term strategies for poverty eradication. Children learn the skills that will help them flourish, early in life, when the brain has the maximum capacity to develop. Across government policies, ECD is a national priority programme included to support the principle of investment in young children.

The NDP focuses on maximising the capabilities of the people and of the country and emphasises that action should be taken to improve ECD services. Investment in ECD is critical to ensure better performance in formal schooling which will result in improved post-schooling outcomes, including employment. Thus, the NDP recognises quality ECD as one of the measures to reduce the acute impacts of poverty. Policy developments in the last two years provide clear direction for the scaling up of ECD provision. Government has committed to making ECD a public good and accelerating access to essential components of a comprehensive package of services from conception to formal school-going age.

**Priority 1: Complete the universalisation of Grade R and begin the preparations for the introduction of Grade RR**

The Department will be expanding Grade R to all public primary schools regardless of their socio-economic status. In addition. private Grade R sites will be registered through the Introduction of provincial regulations. This is being done to ensure that there is an adequate mix of public, private and community-based Grade R sites. In order to ensure that effect is given to the vision of the NDP, with regards to changing the leadership and institutional arrangements for Early Childhood Development, It Is Imperative that this should take priority in the short to medium term.

The Gauteng Province is currently at 92% achievement of the target to universalization of Grade R access based on the target of 160 000 learners by 2019. Over 147 417 learners benefited from Grade R programmes in the 2018/19 financial year.  Of this number, 107 079 were in 1325 Public Primary Schools with 3 686 Grade R sites, 2 238 from 55 Special Schools with 180 Grade R sites, 17 245 were in 496 independent Schools with 980 Grade R sites and 20 855 were in 688 community-based ECD centres.

It should be noted that the policy promotes Grade R and ECD through mixed delivery systems through public provision, community-based sites and private ECD centres. The Department will work with the Gauteng Department of Social Development (GDSD) and municipalities to identify private Grade R centres registered with GDSD and local government and provide them with curriculum support and training. The Department will put in place a process and criteria for funding of targeted Community Based Sites (CBS).

As part of quality education, the Department will continue providing the CAPS and NCF curricula for Grade R and Pre-Grade R respectively; improving teaching and learning methodologies and assessment practices that are appropriate for Grade R and Pre-Grade R. The Grade R curricula will also improve the Quality of Grade R programmes with a focus on Literacy and Numeracy acquisition. The department is working with NGOs and the private sector to develop an intervention to train Grade R practitioners in the teaching of language acquisition and the teaching of mathematical concepts in Grade R.

The Department, in collaboration, with DBE and the ELRC will fast track the professionalisation of ECD practitioners including their conditions of service. The Department will continue to provide capacity building for Grade R practitioners on curriculum coverage and standardised assessment practices. A total of 900 Grade R and Pre-Grade R practitioners will be identified for training towards an appropriate qualification and to improve the quality of teaching and learning in the classroom. Most of them are studying towards a full Bachelor of Education degree in ECD.

**Working with the Department of Social Development**

In line with the mandate from our President, Early Childhood Development (ECD) will migrate from the Department of Social Development to the Department of Education. The introduction of pre-Grade R or Grade RR will be introduced in all public schools, however, the support of children aged 0-4 years will remain the competence of the Department of Social Development.

In the State of the Nation Address on 07 February 2019, President Cyril Ramaphosa indicated that: "This year, we will migrate responsibility for ECD centres from Social Development to Basic Education, and proceed, with the process towards two years of compulsory ECO for all children before they enter Grade 1 ". With a growing emphasis on early education, it’s a natural expectation that there would be a need for early education educators. Between now and 2035, It Is predicted that employment for preschool educators across the ECD sector both public and private, will grow faster than the average occupation. This would require the Department of Basic Education (DBE) and the ELRC to finalise the professionalisation of ECD practitioners, determine the norms, standard and conditions of service of these professionals

The Department will work with the Department of Social Development (GDSD), Department of Health and municipalities to plan for the migration of functions on a Phased in approach. The migration plans will also deal with the movement of Grade RR function to the Department of Education gear resources towards the introduction of Grade RR in public schools and regulate Pre-Grade R provision across government and non-government sectors.

To complete the universalization of Grade R and begin the preparations for the introduction of Grade RR, we expect to spend to R133 million. The resourcing for Grade RR still needs to be geared as part of the planning phase.

The benefits of early childhood education will assist in reaching our goal of Growing Gauteng Together.

***Strategic Goal 2: Promote Quality Education across all classrooms and schools***

Our approach in Gauteng is multi-faceted and is directed to address the quality of learning through quality improvement strategies to improve the classroom performance of teachers and the active learning of children in classrooms across all schools in the province, and at the same time we are introducing interventions that compensates for poor family literacy level and the impact of poverty in a large percentage of our communities in Gauteng.

There is a recent and rapidly growing appetite for figuring out and accomplishing what increasing referred to as “whole system reform”, that is, how to improve all schools in a district, a region, a state, province of country. For a long time, there has been the realisation that better education is the key to societal and national productivity and personal and social well-being. Only recently are we beginning to see that interest turn into specific questions about how you actually go about whole system reform. What pathways, from what starting points, are going to get results in reasonably short time frames? How do we actually ‘raise the bar and close the gap’ for all learners?

Gauteng is considered a moderate to good performing education “system” in the South African context. Gauteng is a system where the interventions are focused on supporting learners in achieving literacy and numeracy basics. This includes providing for scaffolding for low-skill teachers, fulfilling all basic learner needs and bringing all schools up to a minimum threshold.

To ensure effective teaching and learning, the focus of our strategies in Gauteng are geared towards the learners and the classroom as a unit of change. For effective teaching and learning to take place, we have to ensure that classrooms are fully functional. We must continue to demand accountability for results, particularly in chronically failing schools. The purpose is not to punish the management, teachers and learners but to provide the right combination of incentives, support and resources that will accelerate the changes needed to improve the quality of education in those schools.

The systemic approach, we adopted, is premised on the considered assumption that urgent relief to the system from the debilitating learner performance cited above will come from tackling macro, systemic aspects first, before attention is paid to the micro aspects. This makes sense particularly in the context where the majority of schools in the broader education system are dysfunctional. The model, we have adopted, proposes that in a situation where the majority of institutions are underperforming, a systemic approach is required to fix the failing systems. It makes sense, too, in terms of resource allocation by tackling key aspects that will have wide and longer-term effects across the system, and in terms of change management where the focus is on ensuring system functionality before focusing on how to secure excellence in the subsystems. While this approach does not suggest a ‘revolution’, it proposes, instead, planned widespread reform that includes defining and rolling out the necessary support and monitoring systems.

Our five-year plan is designed to move our province towards being a moderate to good performing system. Gauteng must be a performing system as a system focusing on consolidating the system foundations. This includes the production of high-quality performance data, ensuring teacher and school accountability.

The five-year plan and the Education Roadmap to 2024 has three main components, namely, a commitment to improving primary school literacy and numeracy outcomes, a commitment to increasing matric pass rates and a commitment to address the needs of learners for survival post schooling. These priorities were chosen because public confidence in and support for education depend on demonstrated achievement of good outcomes by learners.

Key to the approach of the new five-year plan is towards ensuring that all phases of education is progressively targeted and that all grades will benefit from interventions that are designed to ensure that the root causes that are peculiar to that phase and that grade. We are not implementing a one size fits all solution to the challenges experienced in each phase. At the centre of the framework is a commitment to deliver quality education in the classroom every day. To do this we need to ensure that the inputs, for learners, teachers and management, are provided and that there are programmes to compensate for the ravages of poverty and poor family literacy.

The framework also identifies that the department must ensure that it is providing effective support, not just from our education districts but the head office as well. The framework acknowledges the central role of social partners, that effective education requires deep societal change. We need strong, sustained and deep support from many corners of civil society, from our unions, SGB elected representative and faith-based communities.

Our priority in this term of government is to address factors which contribute to poor learner outcomes: uneven teacher knowledge of curriculum content resulting in uneven curriculum coverage and uneven assessment practices resulting in learners not establishing proper understanding of key concepts and skills that results in compounded curriculum backlogs further up the education system. To address this, we have identified five areas: support to teachers, support to learners, support to parents, school safety and better infrastructure.

**Priority 2: Strengthening Foundations across all GET Grades**

This priority will focus on improving learner test scores in Literacy/Language and Numeracy/ Mathematics in Grade 3, 6 and 9. The Department has prioritised the development of the General Education and Training (GET) strategy (Grade 1-9) to ensure the seamless implementation and synergy of programmes and interventions across the system. Major focus is on the quality of outcomes, moving learners from average (Level 3 and 4) to good and great performance (Level 5, 6 and 7). The following programmes have been foregrounded to improve learner performance in exit grades (Grade 3,6 and 9):

* **Improvement of Grade 1 learner performance:** Low levels of performance in Grade 1 attracted attention in the GET Phase. Perceptual programmes will be developed for Grade 1 classes through the Life Skills programme. This will be done to close the learning gaps of learners when they enter Grade 1 and strengthening of the methodologies for teaching of the 3 Rs, will be conducted through the Foundation Phase teacher training programmes.
* **Read to Lead Campaign:** The Department will continue to support the Read to Lead Campaign through the implementation of various programmes in public ordinary schools. The Department has trained teachers to set-up reading clubs to foster a love for reading amongst learners. There are 450 reading club schools and 105 PSRIP schools. The number of schools will be increased by 150 for reading club schools and a further 105 for PSRIP schools.
* **Drop All and Read (DAR):** The DAR programme allows learners to read for The English Across Curriculum (EAC) that will target learners in Grade 4-12. This programme aims to strengthen English proficiency as well as improving the implementation of the Early Grade Reading Assessment (EGRA) for Foundation Phase learners in 555 primary schools, to ensure an early diagnosis of reading gaps.
* **Incremental Introduction of African Languages (IIAL) -** The IIAL is being implemented in Grades 1 to 3 across the fifteen GDE districts. The number of implementing schools has increased to 356, with 200 teacher’s posts being allocated to these schools. There will be ongoing monitoring and support of these schools. Various workshops based on a needs analysis will be conducted to ensure effective teaching of the languages that were chosen by the schools. The schools have been provided with toolkits to support implementation.
* **Library Services -** Library services continues to render library related services to all public ordinary schools in the province. Research has shown the positive role a functional school library plays in the development of reading and information literacy skills amongst learners.
* **Mathematics Intervention -** The Department will continue with the roll-out of the Grade 8 and 9 Mathematics Strategy in 454 secondary schools. Schools will be provided with maths kits, lesson plans and DVDs to enhance teaching and learning. Grade 8 and 9 educators will be trained on content knowledge and assessment practices to improve the quality of teaching and learning. Vigorous monitoring and support of the implementation of the strategy will be conducted by district officials on an ongoing basis. The supply of mathematics kits and accompanying mediation will ensure effective and optimal utilisation of the kits and this will form an integral part of the implementation of the strategy. Grade 9 learner support programmes and residential camps will be planned to strengthen learner mathematics content knowledge and career guidance as well as learner performance scores.
* The SMT programme will focus on capacity building regarding curriculum management. The emphasis will be on the planning, scheduling and tracking of curriculum coverage during the year. This programme will be carried out on an ongoing basis.

**Priority 3: Defending the “crown” – continuing the improvement of quality learning in the FET Band**

The Department aims to improve the matric pass rate for Gauteng in line with the national mandate of 90% of candidates passing the NSC by 2019 and improving the quality of the pass rate by focusing on increasing the proportion of bachelor passes to 44% of learners writing the NSC examinations.

The GDE will also endeavour to:

* increase the number of Grade 12 learners registered to write Science to 42 000
* decrease the per cent pass rate between no - fee and fee-- paying schools to 70 per cent
* increase the number of learners including female learners who pass Mathematics and Physical science in the NSC examinations to 70 per cent and 75 per cent respectively
* improve the learner performance to ensure 85 per cent of the female learners pass the NSC examination.

These targets are linked to the Grade 10 and 11 performance.

To improve matric results in 2019 the department will allocate resources to implement the following intervention programmes. The Department is committed to improving the quality of curriculum delivery and learner performance, by providing additional support to Grade 12 learners across the province through the Secondary School Improvement Programme (SSIP) Grade 10 – 12. The Department will identify learners who are at risk, based on their academic performance. These learners will be provided with intensive support during the year. The analysis of NSC 2018 results informs the intervention. The matric exams preparatory camp will focus on the following:

* The inclusion of MEO, Second Chance and Supplementary candidates
* The 10 DBE sites will be integrated into the SSIP and the DITs will coordinate at district level
* The Saturday programme will focus oncritical subjects identified through results analysis, which include Maths; Technical Maths, Maths Literacy; Physical Science; Technical Science; Life Science; Accounting; Geography and Business Studies
* The Holiday programme will be for all the learners
* Camps will be for progressed learners in March
* There will be a specialised camps for Geography, Maths and Science
* The June/July Holiday programme will be differentiated

**Priority 4: Expand and enhance Schools of Specialisation**

**Establishing Schools of Specialisation (SOS) to Strengthen Our Skills Base**

The SOS seeks to nurture the development of top talented learners across a subset of disciplines and to breed South Africa's future generation of leaders. The SOS will ensure access to top academic performers that show aptitude in a chosen field. In addition, learners will undergo standardised tests, interviews, auditions (where relevant) and write an entry essay ahead of their admission to the specialised school. The SOS implementation plan is to eventually establish and phase in 35 schools as Schools of Specialisation across the five regions of Gauteng.

**Priority 5: Provincial, National, Regional and International Learner Assessments**

The Department will also implement new and innovative ways of assessing learners through the National Integrated Assessment Framework for Grades 3, 6 and 9 as a replacement for ANA. Gauteng schools and learners have actively participated in various assessment studies and Olympiads, motivating learners to excel at various subjects and disciplines and stimulating an interest and motivation to pursue certain study fields and possible careers. The Department will continue to identify talented learners to participate in Olympiads and various educational competitions through their respective schools.

**Priority 6: Skills for a Changing World including Technical High Schools**

The Department will introduce several new technology subjects and specialisations in identified Technical Secondary Schools. The new subjects include Technical Mathematics, Technical Sciences, Maritime Sciences, Aviation Studies and Mining Sciences.

The province will focus on:

* Increased participation and success rates in MST Subjects;
* Technical schools in each circuit across all districts;
* Schools of Specialisation across all districts; and
* GEC qualification framework and GEC examination.

The Department will continue to create an enabling environment for the implementation of the “The Three-Stream Model” in identified schools. The model is delineated into three pathways viz., academic, technical vocational and technical occupational. The programme will be part of the Department’s Multi-Certification Programme. The Department envisaged that it could subject learners to public exams at the end of Grade 9, which would be helpful in terms of streaming learners into the further education and training (FET) field.

**Multi-certification**

The strategy is for the implementation of the certificated skills-based programmes, focussing on learners in the identified grades though not limited to those grades. The learners opting to participate in these prioritised programmes will do so as part of their extracurricular activities. These programmes will contribute to the social and personal wellbeing of these learners and should positively impact in their academic performance.

**Priority 7: Fourth Industrial Revolution, ICT and E-learning**

Societal shifts involving technology are beginning to have a profound impact on teaching, infrastructure, resources, stakeholder relations, and our learners. The opportunities include greater access to rich, multimedia content; and the increasing use of online courses that offer classes not otherwise available.

The Internet is not the only thing that continues to change. The advancement of existing technologies as well as the introduction of new tools has created a rich market for schools to utilize. Schools adopt educational technology to increase learner engagement in learning; improve learning i.e., higher standardized test scores; improve the economic viability of learners i.e., increasing learners’ abilities to succeed in a twenty-first-century work environment through teaming, technology fluency, and high productivity; close the digital divide by increasing technology literacy in all learners; increase relevance and real-world application of academics; and build twenty-first century skills such as critical thinking and sound reasoning, global awareness, communication skills, information and visual literacy, scientific reasoning, productivity, and creativity.

The Department will consolidate and finalise the ICT-readiness of all Grade 11 and 12 classrooms and complete Grade 10 before the end of the 2019/20 financial year. Learners in Full ICT Schools will be provided with learner tablets pre-loaded with content. Teachers will be provided with teacher laptops as part of the e-Learning roll out for 2019/2020. The Department will further accelerate ICT infrastructure in Grades 10-12 by providing 415 mobile classrooms with mobile teaching and learning solutions

The Department will further develop teachers and learners in ICT schools, by establishing training teams that will manage e-learning at their respective schools. This will help to bring these selected schools closer to achieving the vision of “schools of the future”. An intensive SMT training programme will be developed to orientate and train teachers/managers on the integrated use of technology to improve curriculum delivery in the classroom.

The use of technology will enhance teaching quality by giving learners access to digital content in the form of e-books and interactive multimedia digital content which is supported by audio and 2 and 3-D animations. The connectivity in the classrooms will promote and enhance the project-based learning and enable collaborative learning amongst learners and between learners and their teachers, thereby facilitating continuous feedback in classrooms.

The use of ICT will support teachers in planning their lessons and assessment activities on laptops that are fully equipped with access to a variety of digital resources, including lesson plans, e-Books, Multimedia Digital Content and Assessment Banks. The lessons will be presented digitally through Interactive LED Boards. The GDE e-Content Platform will also be implemented. This will provide a central reporting and collaborative platform for educators to co-create content, share experiences and collaborate around the use of educational resources.

**Priority 8: Expand access to special schools and improve quality of programmes for Learners with Special Needs**

The Department will focus on expanding access to quality education for all Learners with Special Educational Needs by focusing on:

* Increasing the number of Full-Service Schools and Special Schools that are serving as Resource Centres.
* Upgrade the infrastructure of township special schools and hostels.
* Eliminate the backlog of learners needing to access special education.
* Increasing the % of learners with access to at least one educator with inclusion-specific competencies and qualifications. This will be done by offering continued training in accredited courses relating to Inclusive Education practices, Curriculum differentiation, Accommodations and universal access.
* Continued training in the Policy on Screening, Identification, Assessment and Support (SIAS) to outline and raise awareness. This will also help clarify the nationally determined processes and procedures for learner support and improve the quality of programmes across schools.
* Review the capacity and efficacy of SMTs and SGBs and build the capacity of educators and support staff in Braille and South African Sign Language (SASL) at the relevant schools.
* Expanding access to education for learners with Autism.
* Implementing the learning programme for Learners with Severe to Profound Intellectual Disabilities (LSPID) as per Conditional Grant requirements.

The implementation of the Conditional Grant for LSPID will continue, with a core team of 31 professionals comprising of educational psychologists, physiotherapists, occupational therapists, speech therapists and education specialists. The itinerant teams are already reaching 1 700 learners in Special Care Centres, are also supporting special schools that have introduced this learning programme. The capacity building of care workers, parents and special care centre management will be prioritised to ensure successful implementation of the learning programme.

South Africa has for a number of years been suffering from a major skills shortage, particularly in technical fields such as ICT and engineering. This shortage is a source of aggravation to companies and, when acute, it is likely to hamper the quality and quantity of their output. Gauteng as the economic hub of South Africa is no different. The Department has developed a strategy for schools offering Technical Subjects, Technical High Schools and Schools of Specialisation, that will guide its activities over the next five years to address this skills shortage and unemployment crisis among the youth in the Province. We will work with the Department of Economic Development to build networks with government entities and private sector to support technical and vocation education in schools.

The total budget allocation in the 2019/20 FY to achieve Strategic Goal 2 amounts to R1,07 billion. Of this total, R46,6 million will be spent on LITNUM (Foundation Phase) and Language and Mathematics interventions across Grades 4-12. R167,8 million will be spent on the Secondary School Improvement Programme (SSIP) while R78 million has been allocated for transfers and subsidies to Schools of Specialization (SOS). An amount of R56 million will be allocated to the Mathematics, Science and Technology Grant for Technical Secondary Schools (THS) and Schools of Specialization (SOS). R714 million (66% of the total allocation for Goal 1) will be invested in furthering the objectives of the GDE ICT and e-Learning Strategies in Public Ordinary Schools in the Province.

***Strategic Goal 3: Create safe schools that embody Social Cohesion, patriotism and non-violence***

Keeping schools safe allows children to look forward to being in an encouraging environment that promotes social and creative learning. When their basic safety needs aren't met, children are at risk for not feeling comfortable at school and may stop showing up, or they may remain on edge throughout the day. Promoting school safety creates an open space for kids to explore, learn and grow.

A safe learning environment is essential for learners of all ages. Without it they are unable to focus on learning the skills needed for a successful education and future. When violence is part of the educational setting, all learners are affected in some way. Even though your child may not be the actual victim of violence in school, there is a very good chance that he or she will witness violent acts throughout the educational years. Research continues to illustrate children who feel [unsafe at school](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1381243/) perform worse academically and are more at risk for getting involved in drugs and delinquency.

Although there are experts that say violence has always existed in schools, many are concerned about the increased number of violent acts taking place there. Some even argue violence in certain areas has reached epidemic proportions, desensitizing many learners and leaving them feeling violence is a normal part of their school life. This is complicated by the many challenges we all face every day - the issues of violence, poverty, inequality.

Every child should feel safe from violence in their school, yet there are many that do not. Today, it is not unusual for learners to violently attack other learners, teachers, security guards, and school personnel, showing a complete lack of respect for authority. These attacks often result in injury and at times, death. [Witnessing](https://www.researchgate.net/profile/Melissa_Holt/publication/6297727_Multiple_victimization_experiences_of_urban_elementary_school_students_Associations_with_psychosocial_functioning_and_academic_performance/links/004635187f7e5692d7000000.pdf) these acts can also cause intense fear and anxiety within other learners as well as staff members, making the school environment a psychologically distressing place to be.

But building safer schools is more than physical security it about building character in all learners and for all learners to become upstanding members of society. We must deal with this as an integrated approach to reclaiming schools as safe and conducive for learning. To achieve this with this we must focus on the following:

Firstly, we must ensure schools are safe places for all learners, including LGBTIQ learners, and are free of all forms of discrimination. It was born out of the need identified by school communities, parents and teachers for greater support for learner, who are at risk of bullying, violence and suicide, especially, LGBTI learners, who at higher risk, and to ensure that schools create safe and inclusive environments. A key part of the programme is to provide professional development and training for school managers and teachers so that they are equipped to support all learners.

Secondly, we must build character in all learners. In an already busy school day, finding time for building character in schools and learners can be a challenge. However, school is the first social structure the child encounters, and it provides an excellent opportunity for character-building.

School is not just about learning concepts; it is also a place where a foundation can be built for becoming upstanding adults. Every school should set a tone of respect, honesty and genuine kindness for all learners. Whether they like it or not, teachers are role models for learners and can provide examples of good character every day in the classroom. Learners notice what teachers, do, say, tolerate, and how they handle challenges. However, character building can also be done proactively through planned actions and activities within the classroom. These classroom activities will encourage learners to develop and adopt quality ethical principles and behaviours that can last far beyond the classroom.

Thirdly, the Preamble of the Constitution, the Anthem and National symbols must pervade our communities, and public policies encourage the displays of these symbols, yet little research has considered the psychological and social effects of exposure to national symbols. The current research suggest that national symbols are not passive fixtures of people's environment, but instead may yield significant psychological and social effects. Empirically supported intra-individual consequences include enhanced national identification and the promotion of group unity at an unconscious level. National symbols may also have important implications for intergroup relations due to their relation to heightened national identification and potential to automatically activate concepts associated with nationhood. The factors that contribute to differential responses to national symbols and profitable avenues of future research are discussed. The promotion of national symbols at school is critical towards building social cohesion.

Finally, team sports provide children and youth in general more opportunities to develop both physically and socially, physical activities performed with other children allows them to develop social skills by interacting with other colleagues. Sport game has psychosocial connotations, with individual behaviours, such as: motivations, perceptions, attitudes, beliefs, opinions, behaviours, attitudes, traditions, moods and feelings, but also with ones structured collective as: conscious organization, relationships and intra-group tasks, reality and common objectives, management structures, etc. Through playing and sport competition, the child can gain confidence and can try new forms of relationships and cooperation so that he could highlight his potential, qualities, emotions and feelings.

There are four priorities under this goal.

**Priority 9: Safe schools and Social Cohesion**

School safety has become a key priority of the Department. The Department is embarking, with the assistance of our sister departments a process to radically revised school safety intervention in the province. The Department through the reconstitution of a broad coalition comprising of government departments, civil society and the business sector will actively and proactively address issues of crime prevention and mitigation in our schools and communities. The school safety campaign in schools will ensure that learners, teachers and support staff are safe from violence, bullying, harassment, and substance use. Working with the Department of Community Safety and the South African Police Services we will ensure that schools are free from exposures to weapons, theft and the sale or use of illegal substances on school grounds. As the Department we want our schools and communities to be aware of our continued commitment to safety which includes multiple, proactive approaches to fortifying security throughout our Province.

The Department will be focusing on addressing:

* bullying including cyber bullying, inequality, gender-based violence and Prompt counselling services for learners and educators affected
* Declaration of schools as smoking, drug, gun and weapon free zones.
* Advocacy in strengthening and communication of school code of conduct to learners and parents; and strict implementation thereof.
* Arresting and conviction of criminals breaking into our schools
* Continuous prison visit by learners

The lack of social cohesion, inadequate care of children and a failure to accept and internalize “good” societal norms are leading causes of crime, Drug/Substance abuse etc. Bullying incidents and violence occurs on and off school premises and is predominantly physical and emotional in nature.

The Department will embark on a reconstitution of a broad coalition comprised of government and civil society, including the business sector, that will actively and proactively address issues of crime prevention and mitigation in our schools and communities.

**Priority 10: School Sports: Tournaments Soccer, Rugby, Cricket, Netball and Athletics**

The Department will strengthen school and community-based measures to engage learners and youth productively, including building of recreation activities and promoting sport, arts and culture, as well as life skills education in our schools and communities. A Gauteng School Sports league will start in the next academic year, and an agreement with municipalities to maintain playing fields will be entered. An agreement with the Department of Sports Art, Recreation and Culture will be required to provide the support and understanding on this strategy. Key to this term is to increase competitive sport across schools, provinces and nationally. Consciously promote and ensure sports across race and class.

**Priority 11: School Health, Anti-Drugs Programmes, Girl Child Support and Guidance, Girl Child Support and Guidance Programme**

In the coming year, in-school psychosocial support services are being enhanced to create safe learning environments for our children. This support in collaboration with the Department of Social Development will enabling the learner to attain age-appropriate support for substance abuse, teenage pregnancy and girl/ boy child support programmes. In 2016 it has been the resolve of the Department that all boys and girls of no fee schools must receive dignity packs, and for this number to increase one million by 2019,” and with the support of the DSD and our other partners , this is still a target that as a Department we would like to meet.

The following programmes will be initiated to support the Girl Child Support and Guidance Programme

* GDE will partner with all Gauteng Provincial Departments (GPG) to support the invest in a Girl-Child and Empower Young Women equally to the Boy Child campaign.
* Campaign aimed at mobilizing new partners to scale up interventions to invest in a girl and boy-child and protect them from harm
* Commemoration of Youth month to address the plight of the girl and boy child to address bullying, teenage pregnancy, cyber bullying, inequality, gender-based violence, substance abuse, human trafficking
* Take a girl and boy child to work-to expose young girls and boys to various career opportunities

An effective school health programme can be one of the most cost-effective investments a nation can make to simultaneously improve education and health. In this financial year, the Department envisages establishing on-site health and psycho-social facilities at schools to provide health, education and social services to all children including learners with mental health or substance abuse issues. These in school-clinics are aimed at reducing the leading causes of fatalities, disease and disability in our schools.

It is important for parents and communities to actively participate in addressing and promoting school safety. Parents and communities are well positioned to see to it that children are safe wherever they are. The Department will continue in earnest to protect the rights of all children in schools. The success of these efforts rely largely on collective efforts of parents and communities to work together with schools to ensure that all children are safe and realise their full potential in school.

**Pro-Poor Interventions**

The Department will continue with its pro-poor interventions by creating access to education through the No-Fee School Policy, School Nutrition and Scholar Transport. These measures contributed greatly to reducing the marginalisation of our children.

* The Department’s poverty alleviation programme feeds 1,468,477 million learners from Quintile 1-5, benefitting from the no-fee policy.
* The Department is servicing 1404 no-fee schools with approximately 1,424,270 learners. The national threshold for no- fee schools is increased to R1,390 per learner.
* The pro-poor policies have made it possible for approximately 124,752 learners to have access to scholar transport to 419 schools in the Province.

***Interdepartmental collaboration***

**Working with the Department of Social Development**

In the coming year, in-school psychosocial support services are being enhanced to create safe learning environments for our children. This support in collaboration with the Department of Social Development will enabling the learner to attain age-appropriate support for substance abuse, teenage pregnancy and girl/ boy child support programmes. In 2016 it has been the resolve of the Department that all boys and girls of no fee schools must receive dignity packs, and for this number to increase one million by 2019,” and with the support of the DSD and our other partners , this is still a target that as a Department we would like to meet.

**Working with the Department of Health**

In this financial year, the Department will work with the Department of Health on establishing on-site health and psycho-social facilities at schools to provide health, education and social services to all children including learners with mental health or substance abuse issues. These in school-clinics are aimed at reducing the leading causes of fatalities, disease and disability in our schools. This includes:

• Bullying

• alcohol and substance use

• dietary and hygienic practices that cause disease

• sedentary lifestyles

• sexual behaviour that causes unintended pregnancy and disease

**Working with the Department of Community Safety**

As the Department we want our schools and communities to be aware of our continued commitment to safety which includes multiple, proactive approaches to fortifying security throughout our Province. The Department will diligently work hand-in-hand with the police and other law enforcement personnel to create the safest schools possible. In collaboration with the Department of Community Safety, Business partners and the community at large, the Department intends conducting search and seizure at high risk schools, all within the confines of the law. This will focus on continuous and intelligence driven school raids for drugs and weapons.

The GDE investment to achieve Goal 3 amounts to R2,7 billion. R1,2 billion has been allocated to the Learner Transport Programme while a further R1,2 billion from the Provincial Equitable Share has been allocated to the National School Nutrition Programme. R146 million has been prioritised for promoting school safety and the deployment of patrollers in our schools. A further R116,7 million has been allocated to deal with the promotion of School Health and the rendering of Psycho-Social Services to our learners. R37,9 million of the latter amount will constitute an HIV/AIDS grant to deal with the pandemic within the Gauteng schooling sector.

***Strategic Goal 4: Change the Education Landscape to accelerate relevant and quality learning***

***Rationalising under-subscribed schools***

To further strengthen the education in the Province, the department will undertake extensive internal validation of the recommended approaches to optimise each of the small, hybrid, and undersubscribed schools identified. The department envisages eradicating mobile schools in the Province and replacing it with structures that are conducive to teaching and learning. All derelict structure will be replaced and the ddepartment together with School Governing Bodies and Principal must work together to ensure that schools are well maintained. Schools and their SGB must undertake the role of dealing with the minor and emergency repairs which is critical in securing a safe learning environment for teachers and learners.

Key in the positioning of education to respond to the imperatives of the 4th Industrial Revolution and those relating to improving quality basic education is the continuous professional development, and support for educators and principals. The Department will ensure that the most competent principals and teachers are recruited to ensure schools are successful. Existing principals and SMT members will be up skilled to be critical thinkers, to lead our schools to be successful in improving the quality of teaching and learning in all schools.

**Priority 12: Twinning and Resource Optimisation, small schools and normalisation of grade structure of schools**

***Twining of schools***

A significant component of the Reorganisation of Schools strategy is the twinning programme, which is a partnership between schools from different socio-economic backgrounds. It aims to create an environment in which best practices and resources are shared across schools and thereby address the lingering apartheid representation of the schooling system. The intention is to twin well-resourced schools with poor schools. The programme aims to improve academic performance by enabling schools to share their infrastructure and skills sets in terms of leadership and school governance. With regard to governing bodies for example, professional skills like legal, accounting, etc. are currently concentrated in certain types of schools, typically schools in well off communities. The programme seeks to achieve a better distribution of these skills. This is about getting the best educators and the best leaders to where there is a need. It will also relieve current pressures. Currently there is an unsustainable trend – everyone rushes to a few of the best schools. On the schools sharing infrastructure, there simply isn’t sufficient funding to build facilities like a swimming pool, cricket field, science laboratory, etc. in every township school, at least not in the short term. These are state resources, and not the preserve of any one group.

The Department will continue with its Twinning programme in the 2019/20 financial year. The Twinning of schools and Social Cohesion will focus on improving the performance of township schools by improving basic infrastructure, making schools clean and safe; harnessing ICT to build the “classroom of the future” and Optimising the effective use of resources. To date 7 pairs of schools have been Gazetted across the Province.

**Priority 13: New improved School Infrastructure - Adhering to National Norms and Standards**

The department will improve conditions at schools by focusing on functionality of schools.

The Department plans to replace 29 asbestos schools of which 17 asbestos schools are planned to be completed by the end of the 2019/20 financial year. In line with the Norms and Standards the Department will improve and accelerate infrastructure delivery by replacing 84 mobile schools, upgrading water provisioning at 513 schools, upgrading electricity supply at 210 schools and upgrading sanitation provisioning at 726 schools. The unblocking and resourcing of infrastructure projects will be implemented in conjunction with the Gauteng Provincial Treasury and Premier’s office.

The ten new Alternative Construction Technology (ACT) schools that were to enter the construction stage during the 2018/19 financial year but were delayed due to budgetary constraints will be completed during the 2019 MTEF. The Department will also address both the backlogs as well as growing demand for infrastructure through construction of new schools and classrooms, provision of additional specialist rooms (laboratories, libraries), supply of Grade R classrooms and school maintenance in township schools.

**Priority 14: Reposition Principals and Educator Development and Support**

The National priorities to be implemented in the 2019/20 financial year include the training and development of teachers in the maths and sciences, Technology, English First Additional Language, African Languages, Reading, the utilization of ICTs to promote quality teaching and learning and new subjects related to the 4IR.

The provincial priorities would include training and development interventions the reskilling and upskilling of educators in the Schools of Specialisation (SoS). The Department will further prioritise the preparation of women leaders for career progression, including training of female educators through an NQF Level 8 Leadership Programme for Women Leaders.

**Priority 15: Increase and intensify SGB Support and Advisory Work**

SGBs, SMT and RCLs will undergo training during this financial year. The Department will also increase and intensify SGB Support and Advisory Work. The advisory work will include policy recommendations on school governance related matters.

**Priority 16: Improve District Support and Labour Dispute Resolutions Mechanism**

**Strategic and Operational Planning**

The Department will facilitate and coordinate the strategic planning framework and related processes to ensure alignment between statutory mandates, plans, budgets and resource utilisation.

**Priority 17: Resolve Education Disputes and implement Resolutions: Intervention Unit**

The Head office directorate Dispute Management in conjunction with district offices and other managers will manage the speedy resolutions of labour disputes in the department. The department will intervene urgently to stabilize schools, to minimize the loss of teaching and learning time. The department will conduct a special investigation into these issues in order to stabilize the situation, thereby promoting improved performance of institutions. All the flashpoints are responded to and advice and guidance is given in relation to services; policies; systems and development.

In addition, Districts and schools will be responsible for implementing their own intervention programmes based on the Academic Performance Improvement Plan (APIP) and School Improvement Plan (SIP). The SIP will outline the responsibilities per intervention activity. Each school will be required to report on the intervention activities. The district will continue to give support where schools do not have the capacity or expertise. The implementation of the curriculum management framework and whole school improvement will be intensified. A customised support programme that addresses the needs of districts and schools will be introduced.

The Department will implement programmes that will stabilize schools from the challenges that make them dysfunctional. Special investigations will be conducted to stabilize challenges in schools, thereby promoting improved performance of institutions and flashpoints will be responded to immediately and advice and guidance will be given in relation to services; policies; systems and development.

The total budget allocated for the achievement of Goal 4 for the 2019/20 FY amounts to R2,7 billion. R1,4 billion of that sum is the Education Infrastructure Grant. The GDE new school programme or Schools of the Future will comprise of a further R474,8 million. R138,7 million of the budget has been allocated for the provision of School Furniture while R49,8 million will be spent on SGB and RCL Capacity Development initiatives.

***Strategic Goal 5: To address the needs of Gauteng Youth through development programs and increasing youth Employability***

**Youth employability**

**Honourable Members**, as Education we have focussed on building strong foundations throughout a child’s schooling career and we have demonstrated excellent results at the Grade 12 level. But we did not stop there. The Premier of Gauteng announced that the Youth function would be located under the Department of Education in the 6th Administration. And because we are at the coalface of developing and nurturing young minds, we are also well-positioned to contribute to improving the skills, employment opportunities and social inclusion of our youth and eliminating all barriers to such access.

And I want to pause on this question of social inclusion of our youth, including LGBTIs, learners with disabilities. Research has shown that the continued alienation and disaffected youth is a ticking time bomb.

In Gauteng, fewer people enter employment with diplomas and degree while majority struggle to accumulate post school qualifications. The introduction of technical and vocational education system is a means to prepare the youth to enter the labour market. The labour market in Gauteng is relatively inefficient as there is a massive skills shortage in a society where the larger population have skills that are not in line with the demands of the labour market. Career guidance plays a significant role in shaping the career path of many learners however has been seen to be imperceptible. This is partly fuelled by a lack of information that is current in the sector where there are opportunities for employment.

For Gauteng to sustain its required levels of employment, higher growth targets should be the order of operations within the government. For the education and skills system to respond requires all social role players to engage actively and collaborate with one another to prepare learners for the world of work. There should be collective effort by all sectors to work together towards a common goal of capacitating the youth to take their rightful place and move the Gauteng City Region forward. There should be a balance in all sectors of the economy with a clear programme on the roles and responsibility of every sector to contribute towards youth development and employment.

While the provincial mandate and focus includes coordination or different stakeholders’ efforts and creation of partnerships with other youth intervention programmes to facilitate a provision of comprehensive set of measures.

The province takes a youth approach that seeks to provide young people with developmental assets that provides opportunities, experiences and support to promote school success, enhance employability and bridge the gaps through education, skills training, and matching; and increase positive economic outcomes.

This recognizes that preparation for the transition from secondary school to post-secondary education, employment, and independent living must begin well before completion of secondary school. Thus, interventions should respond to the various steps along the path from school to work.

As a testament to our ability to lead on this matter, we have developed a Master Skills Plan that unpacks and seeks to institutionalise what it means to be ready of the 4th Industrial Revolution. We have identified those scarce skills areas, in which we need to develop competency as a province. In terms of this Plan, we will greatly enhance the quality of our offerings, and ensure better articulation between the basic education sector and other sectors, including TVET colleges.

Our goal is to develop our children into global citizens, by which we mean, children with agile and inventive minds, socially integrated and responsive to social, environmental concerns.

Our priorities are as follows:

* In line with the call by the President, we will begin the process of formulating Gauteng Master Skills Plan III to focus on skills for the 4th Industrial revolution. This will also see all programmes reviewed to ensure a more effective youth employability interventions across Gauteng.
* **Reposition Tshepo 1 million** as a comprehensive youth development program that integrates all youth development initiatives in the three spheres of government focusing on youth employment; entrepreneurship and skills development.
* **Re-skill through a revolutionary partnership with TVET colleges**, and with a strong emphasis on practical, usable skills for the market.
* **Refurbishment of** **a number of technical high schools** to improve their conditions in order to operate as a proper technical high school.  We will also expand our programmes in respect of artisans, learnerships and internships for youth and unemployed graduates together with business and SETAs.
* **Optimise the existing public works programmes** to absorb youth into job opportunities.
* **Identify and implement insourcing opportunities** across the city region, including absorbing community health workers.
* **Consult and collaborate** with the NGO sector focused on youth empowerment.
* We have committed to hosting the **Gauteng ‘Youth’ Skills Forum** on technological change and the job market for the 4th Industrial Revolution to engage the youth on new opportunities that are likely to emerge.
* The GDE acknowledges that these objectives cannot be successful without with industry and private partnerships that will provide learners with workplace experience, learnerships and artisanship and entrepreneurial skills to promote social and economic development. These we will facilitate jointly with the Department of Economic Development

**Learner funding targeting the poor and critical skills disciplines**

The alignment of MSP II to the Gauteng Economic Development Strategy is informed by the NDP 2030 to increase the number of skills development opportunities to empower youth in the GCR. The implementation is crafted within the following activities:

* The Bursary policy will be revised for HEIs and TVETs to target critical skills areas and close the gaps for the ‘missing middle’ and also award bursaries for post graduate studies
* Learnerships and internships programmes will model the skills requirements for the township economy and corridor focus to respond to skills needs of local labour markets
* Focus on TVET college system as credible partners in delivering of occupational qualifications, particularly artisans and technicians, building linkages between college and employers and strengthening the capacity of TVET college’s leadership and management focus
* Engage with various private sector stakeholders inclusive of the organized labour within the GCR to drive partnership strategies aligned to the MSPII and ensure a pool of skills is readily available across industry and society to drive the economic growth of the Province

**Youth Enterprises in Education - Promoting Young Writers and Publications for use in schools**

The objective of the Young Writers Programme is to support young black emerging writers to submit published books for evaluation which will be procured for schools with libraries. The programme was launched in 2015 with the sole purpose that young black emerging writers should be empowered through this programme.

Annually, a call for Young Writers to submit books has been sent to Publishers Association, Independent Publishers or listed on the Young Writers database. These books are evaluated then compiled into a catalogue to be used for procurement to benefit more schools.

Over 3400 books written by young writers were submitted for evaluation and over 1750 were recommended for use in schools. In total 2150 schools have benefited from the programme.

The Department will host a Young Writers Award Ceremony in November 2019 wherein 200 Young Writers will be invited to attend as part of our efforts to inculcate a love for reading and writing. It will also promote healthy competition amongst learners in the creative arts and give recognition to the outstanding ones.

**Working with the Department of Economic Development**

Over the next five-years, we will collaborate with our sister department, the Gauteng Department of Economic Development in bridging the gap between school and the place of work. Youth Development is essential in helping the youth of South Africa succeed in life. This is where youth development programmes come in. Offering young people work readiness programmes, opportunities to advance their education and make a difference in their communities are just some of the ways that youth development can change South Africa for the better. We will establish joint programmes that includes career guidance, learnerships, internships, experiential learning opportunities and entrepreneurship.

The GDE acknowledges that these objectives cannot be successful without with industry and private partnerships that will provide learners with workplace experience, learner- and artisanship and entrepreneurial skills to promote social and economic development. This we will do jointly with the Department of Economic Development

The department will spend R520,7 million to develop a Master Skills Programme aligned to skills required by the Fourth Industrial Revolution, including bursary programmes targeting the poor and critical skills.

**CONCLUSION**

**In conclusion**, we are humbled by the overwhelming vote of confidence that the people of Gauteng have shown in re-electing us. May I also say, that in my personal capacity, I have been inundated with positive sentiments from a wide range of education stakeholders, as well as ordinary men and women, who have an interest in the well-being of our children and youth. They have confirmed unequivocally, that the strides we had made in the last political term, have put us on a firm footing to establishing a world class basic education system that delivers high quality Education and skills for the changing world.

May I especially thank our partners, many of whom I have extended a personal invitation to be our guests today: executives from the following companies - Barclays Africa Group Limited, Barloworld, BMW, Columba Leadership Academy, Denel, IBM, IQ Business, SAA, Austrian Ministry of Education, NECSA, ORT SA, Paramount Aerospace, SAA, SAIMI, SAMSA, Mzansi Poetry Academy, Siyavula, Zenex Foundation, City Year, PWC and others.

I would like to extend my appreciation to the MEC for Provincial Treasury, the MEC for Infrastructure, the Social Cluster departments and the entire GPG for their concerted efforts toward making Education in Gauteng a success.

May I also thank all oversight institutions, the Gauteng Legislature Committees, the Gauteng Audit Committee, the Auditor General, Chapter 9 institutions like the Human Rights and Gender Commissions, various media houses and independent analysts, who have helped us stay on course and true to our commitments over the term.

The year 2019/20 will see the intensification of our efforts to build a great education system on the solid foundation for Education created over the last 25 years in Gauteng.

As we are a visionary and forward-looking government, I have also highlighted some of the key elements that will form part of the blueprint for what a future ideal Education system should look like in Gauteng, that will take us to the NDP vision 2030.

**Honourable Speaker**, we face severe budget constraints but we will continue to deliver to a high standard. We have and will continue to strive for an ever-more accessible, inclusive, fair and just education system in Gauteng.

**I thank you.**