

Resource constraints, schools and a provincial perspective on PYEI

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Budget Constraints

- National Imperatives

- In the face of growing debt and debt-servicing costs, difficult and necessary trade-offs are required. Unfortunately, these have come, once again, at the cost of basic education provisioning that will affect learners across the country.
- Ensuring there is quality basic education remains a crucial investment for economic growth and the reduction of inequality.
- Prioritising government spending on debt-servicing while continually decreasing money that should be spent on vital components such as public school infrastructure, teachers and textbooks, is going to have long-term impact of the education system.

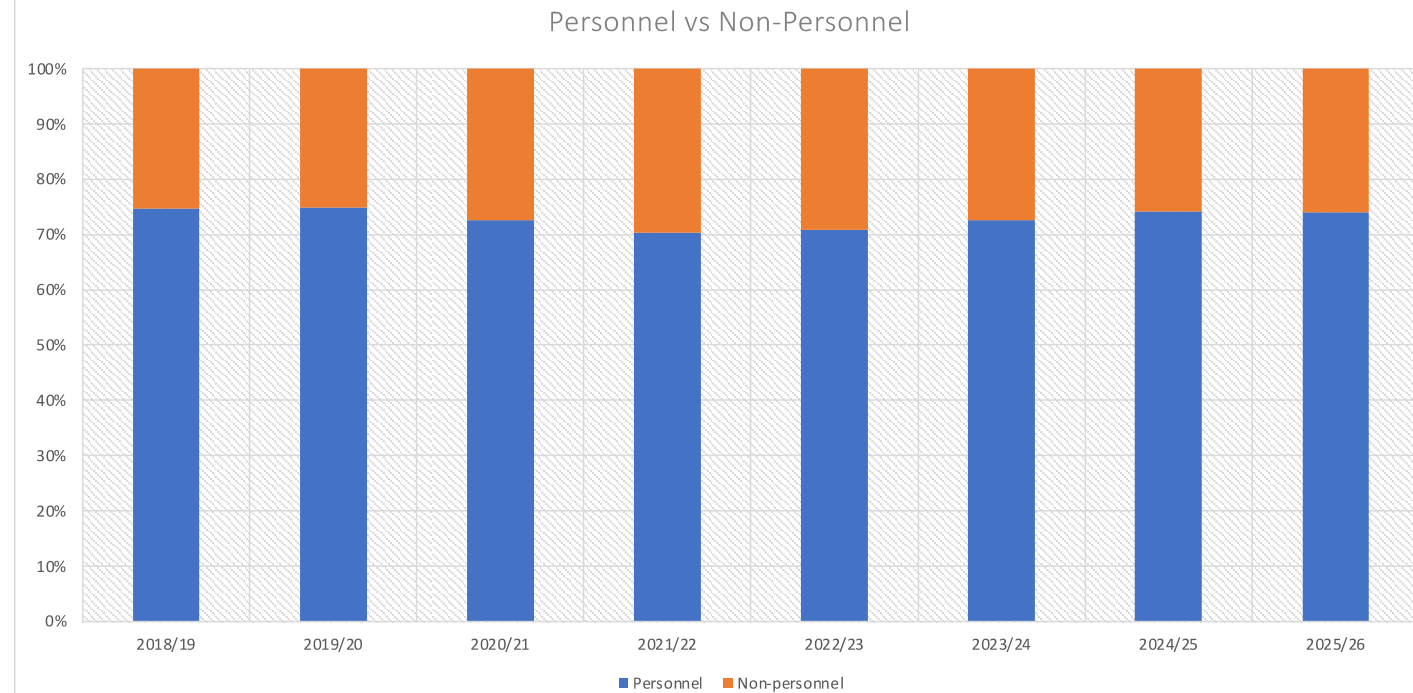
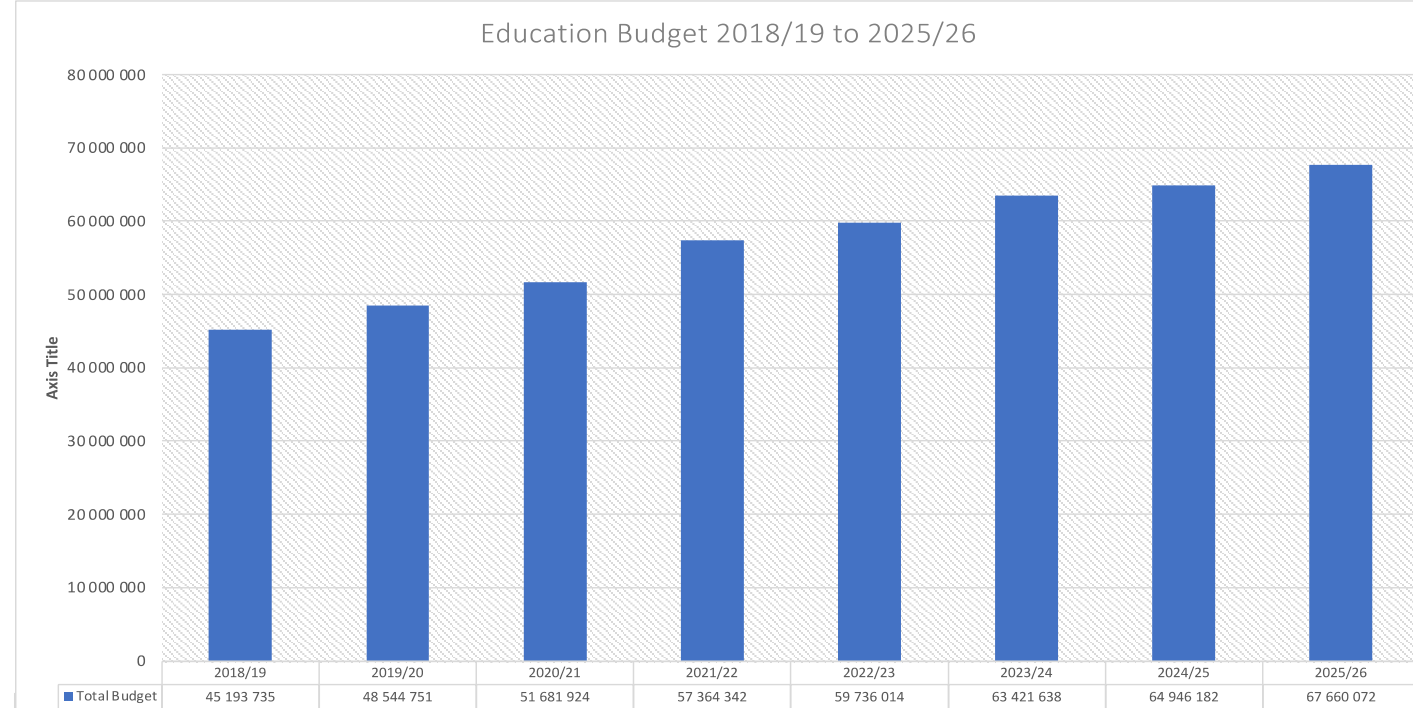
The screenshot shows a mobile news article from 'DAILY INVESTOR'. At the top, there are market indicators: FTSE/JSE at 74716.67 (-0.87%), FTSE/JSE Top 40 at 69046.24 (-0.88%), and USD/ZAR at 0.42% (+0.42%). The article title is 'South Africa has run out of money' under the 'Finance' category, dated 4 September 2023. The image shows a man in a suit speaking at a podium. The text below the image states: 'The National Treasury has proposed drastic steps to rein in spending as the government has run out of money and faces a debt trap.' At the bottom, there is a browser address bar showing 'dailyinvestor.com' and a font size selector 'AA'.

Budgeting during an economic Crisis

- Key Assumptions for Education budgeting in Gauteng
 - Gauteng needs to continue to tackle persistent inequalities in education and focus on improving efficiencies in their education systems
 - There is increasing difficulty in Increasing real per learner expenditure.
 - The pandemic has exacerbated this learning crisis and children have fallen behind in their learning. We need continue efforts to tackle the learning losses head on.
 - Protect teacher employment levels
 - Manage LE ratios – at a system level
 - Protect school subsidies
 - Contain impact on quality interventions

Budget Trends - Some Stability in Budget Splits

- The School Funding Norms set a macro target of at least 85:15 split between personnel and non-personnel in the education allocation excluding conditional grants.
- Currently the split between personnel and non-personnel is 75:25
- 5% is earmarked for delivery improvements and quality interventions
- The Department's budget increased from a main appropriation of R59,7 billion in 2022/23 to R63,4 billion in 2023/24 showing a rand value increase of R3,6 billion which translates to a percentage increase of 6.2%.
- The Department's budget will grow at an annual average rate of 4,3% from R63,4 billion in 2023/24 to R67,6 billion in 2025/26.



Budget cuts

- The budget cuts were introduced in 2021 MTEF followed by a second cut in 2022 MTEF, a third cut this year and further cuts next year.
- National sphere has further indicated cuts on grants with the expected equitable share cut to also be introduced over the 2024 MTEF.
- The cuts put pressure on the GDE budget and this is further escalated by increasing costs and needs in other areas.
- The areas which were cut since the 2021 MTEF cycle were largely contained through reprioritization and revision of the plans over MTEF.
- We are likely going to scale back and terminate interventions over the 2024 MTEF which may come with public outcry.
- The slide that follows show the cuts that results in delivery pressures in 2024 and beyond. Note personnel is not included below but estimated to have R2 billion pressure in 2024/25.

Budget cuts over 2023 MTEF which will also lead to pressure

- The Education department will reduce by R1,3 billion per year over the next two years.
- The areas that will be negatively impacted by these reductions
 - LTSM and Grade R Resources
 - Scholar Transport
 - School Furniture
 - School Nutrition
 - Corporate ICT
 - ICT in Schools (Including e-learning in prg 7)
 - Teacher Development, HRD And Skills Development
 - Quality Assurance: school and learner performance
 - School Municipalities Bailouts
 - FET Band LTSM
 - Independent Schools Subsidies
- The 2024 MTEF will have additional cuts
- 2024 will also see cuts in Conditional Grants

Impact of the Budget Cuts

- Although the Department is working tirelessly to contain spending within the current ceilings.
 - There will be budget pressures particularly in scholar transport, school furniture, school nutrition, infrastructure, personnel, subsidies, etc. resulting from the normal system growth. The economic climate experienced by the country also increases demand for government services.
 - Follow through on existing reading initiatives focusing on Grade R to Grade 3, because they provide learners with foundational reading and numeracy skills.
- Infrastructure delivery – reduce scholar transport
- Expansion of ECD – “as is” transfer – no funding for expansion.

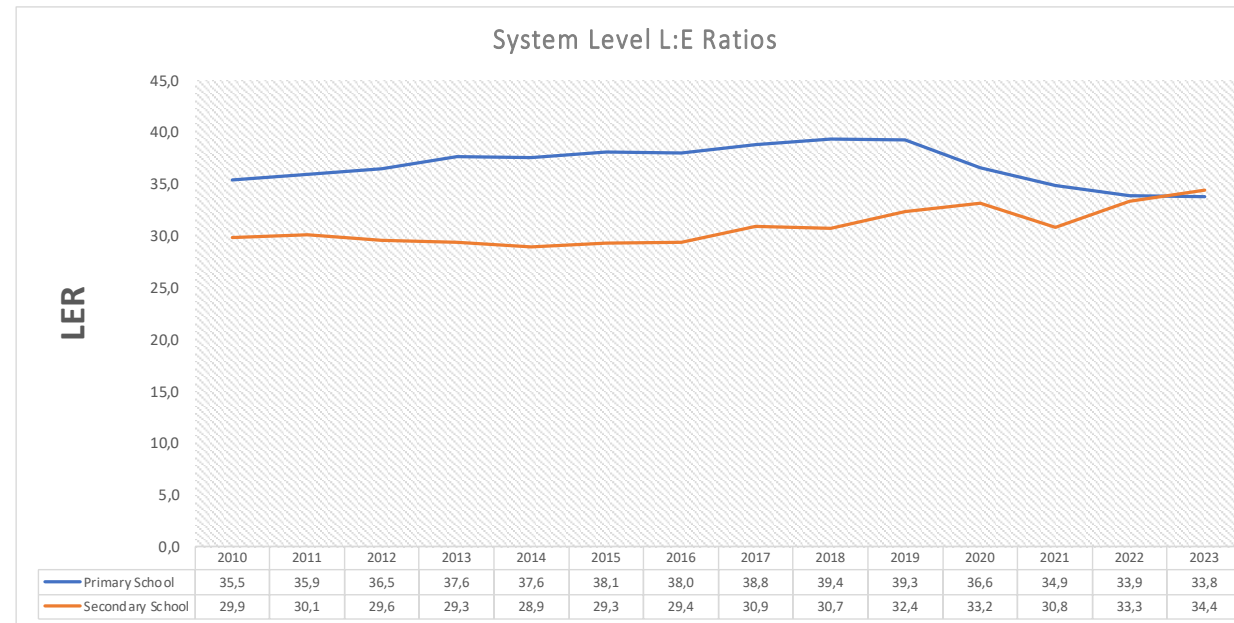
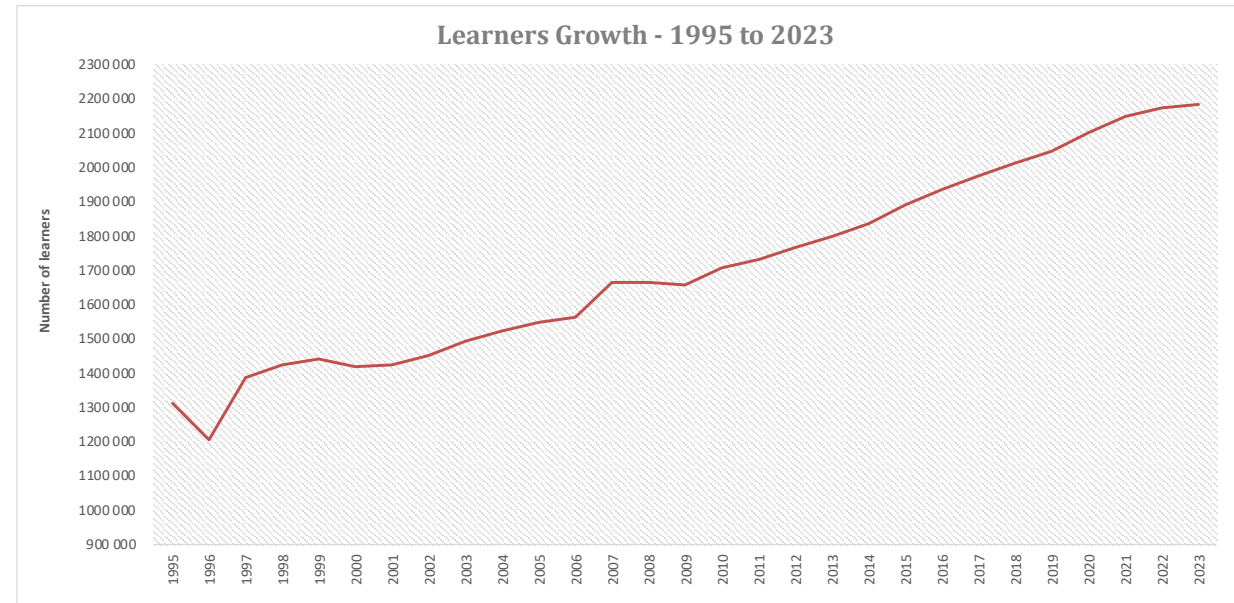
Impact of the Budget Cuts

- Ineffective curriculum delivery, due to large class sizes.
- Overcrowding, subsequent to learner migration.
 - Increase Educator burn-out as a result of huge classes. (Reduction of Educators), this will lead to high educator absenteeism.
 - Increased learner discipline challenge, due to high teacher – learner ratio.
 - Non-compliance to Personnel Administrative Measures in relation to Post Provisioning Norms.
- Challenges with labour unions if they are not in agreement with higher teacher-learner ratio caused by budget cuts.
- The department may have to compromise activities from other Goods and Services to manage budget cuts such as support to schools and additional support materials.

School Demand Planning

GROWTH IN ENROLMENT

- The highest demand for education in the Province is driven by population growth and in-migration.
- Between 1995 and 2022, learner enrolment from Grade 1 to 12 in public schools in Gauteng has doubled from 1.3 million to 2.7 million.
- The learner-educator ratio in PO primary schools changed from 35.9% in 2011 to 33.8% in 2023.
- The PO secondary schools experienced an increase from 30.1% in 2011 to 34.4% in 2023.
- There is a great demand for infrastructure to reduce overcrowding in our schools.





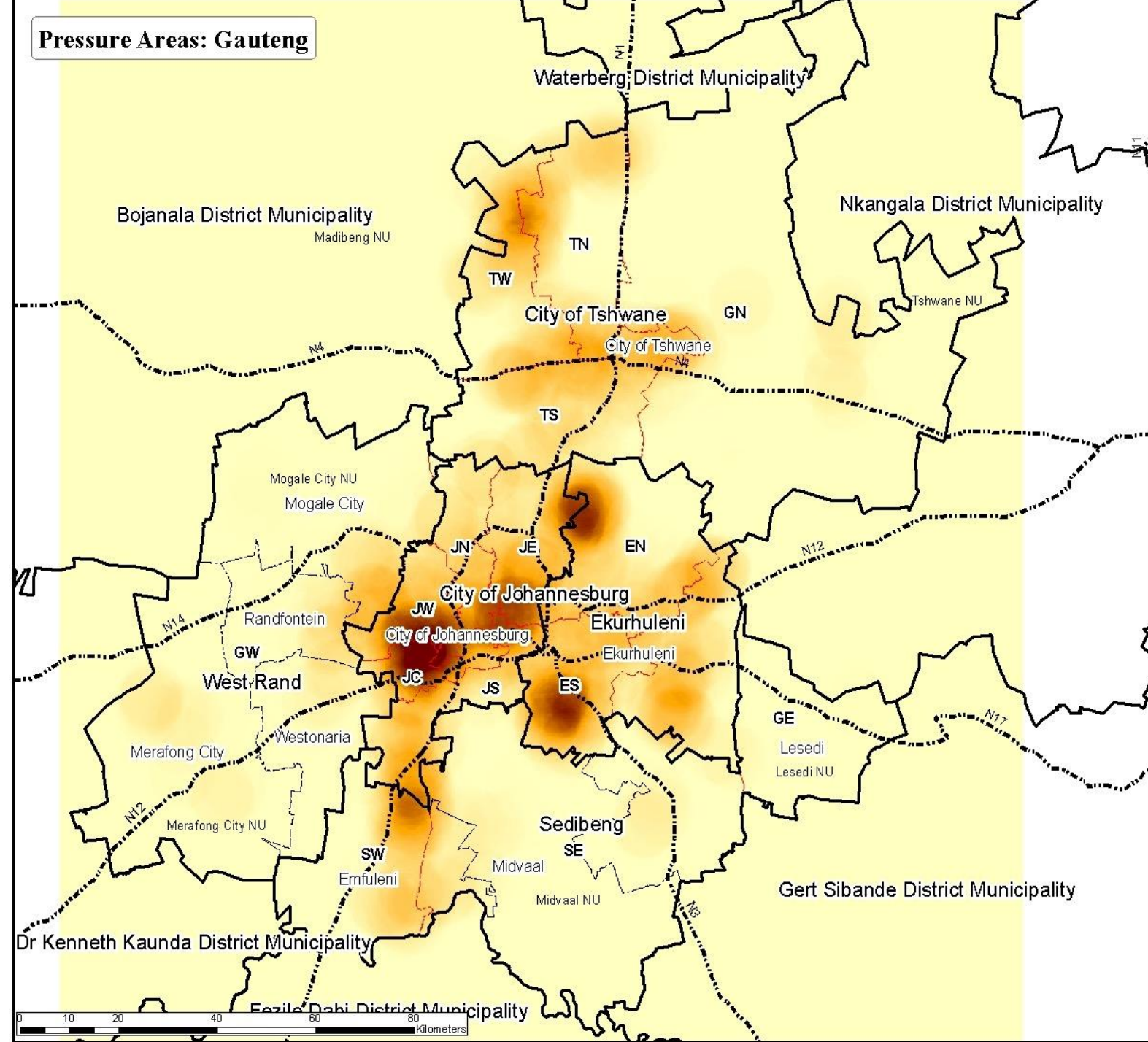
GAUTENG LEARNER IN-MIGRATION

District	Eastern Cape	Free State	KwaZulu Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape	Foreign Countries	Total
EN	1 011	427	2 656	5 167	1 048	252	99	108	2 195	12 963
ES	3 493	902	2 930	2 150	867	210	184	190	2 357	13 283
GE	573	563	2 418	1 203	1 120	159	68	79	1 915	8 098
GN	51	41	94	512	791	61	8	18	250	1 826
GW	2 454	842	792	773	327	2 025	95	317	1 199	8 824
JC	618	279	1 561	1 154	228	217	82	150	1 521	5 810
JE	2 165	893	3 905	3 115	1 503	503	462	306	3 490	16 342
JN	1 764	360	1 521	2 148	408	451	74	175	1 894	8 795
JS	695	430	1 803	864	415	384	64	122	2 352	7 129
JW	404	162	975	786	197	430	61	99	670	3 784
SE	405	502	316	137	128	55	21	20	329	1 913
SW	338	683	290	127	145	91	11	40	864	2 589
TN	72	49	257	1 191	383	952	23	26	1 093	4 046
TS	610	334	1 088	5 893	1 921	650	92	220	3 031	13 839
TW	226	243	675	2 075	606	2 394	129	108	2 071	8 527
Total	14 879	6 710	21 281	27 295	10 087	8 834	1 473	1 978	25 231	117 768

- Learner in-migration increased by 7.5% from 109 554 in 2022 to 117 768 in 2023, an increase of 8 214 learners.

Pressure Areas for Learning Spaces

- The pressures across Gauteng is along the north south economic corridor
- High levels of changes in the demographics of residential areas
- High density housing through re-zoning of agricultural holdings
- No land availability around new developments
- Rapid growth in formal settlements – No schools can be built in informal settlement
- Absence of township establishments for formalized informal settlements



Over Utilisation Trends

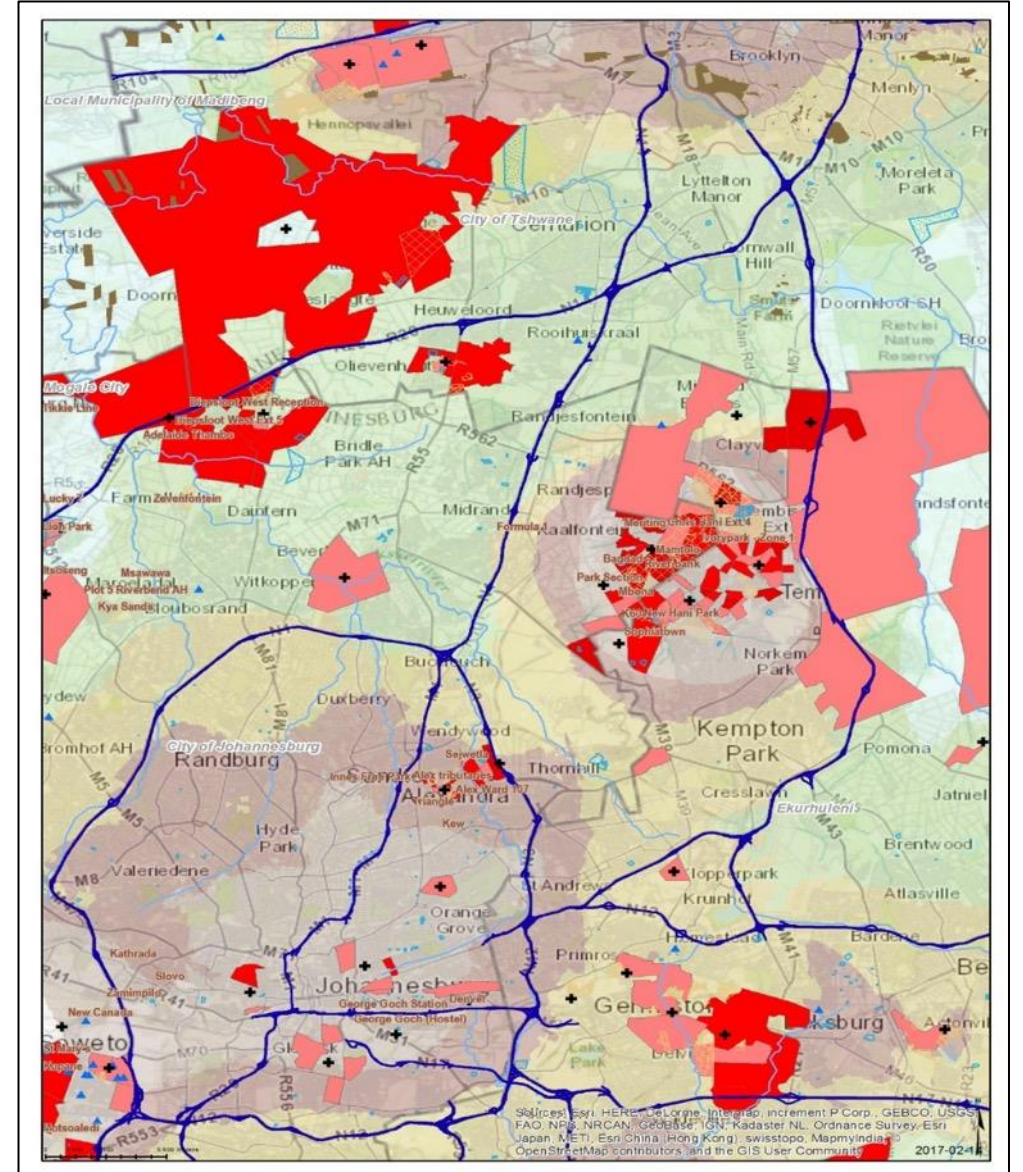
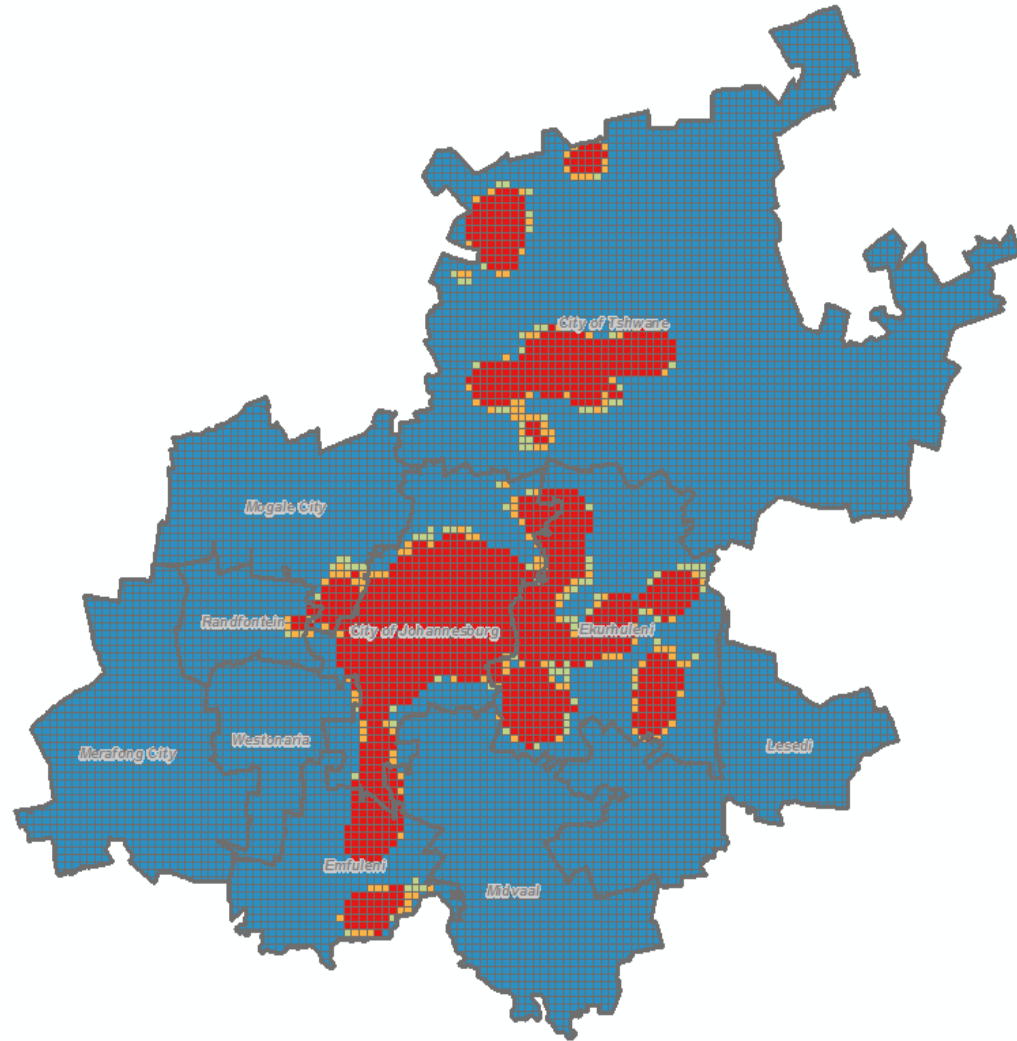


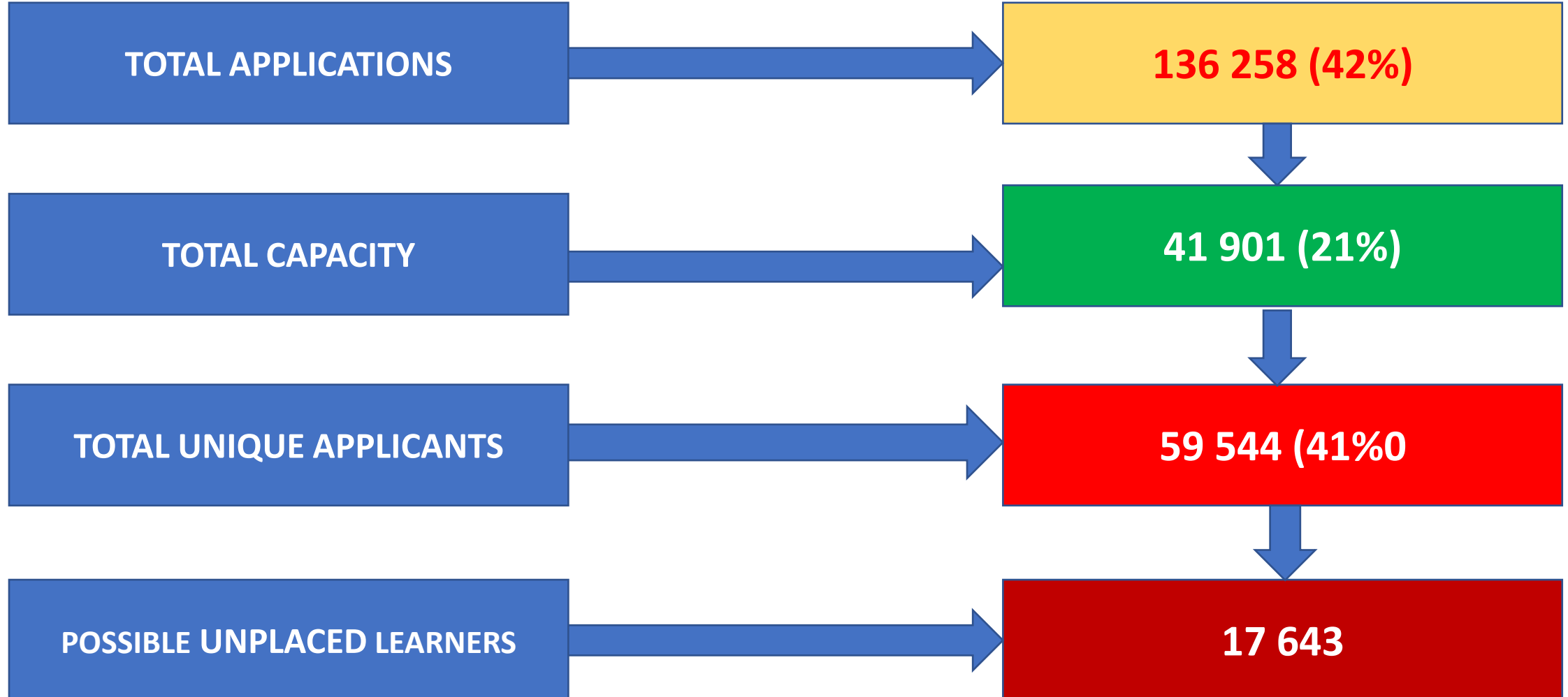
Illustration of annual admissions pressures

2024 Admissions - Prior to opening for Late Applications

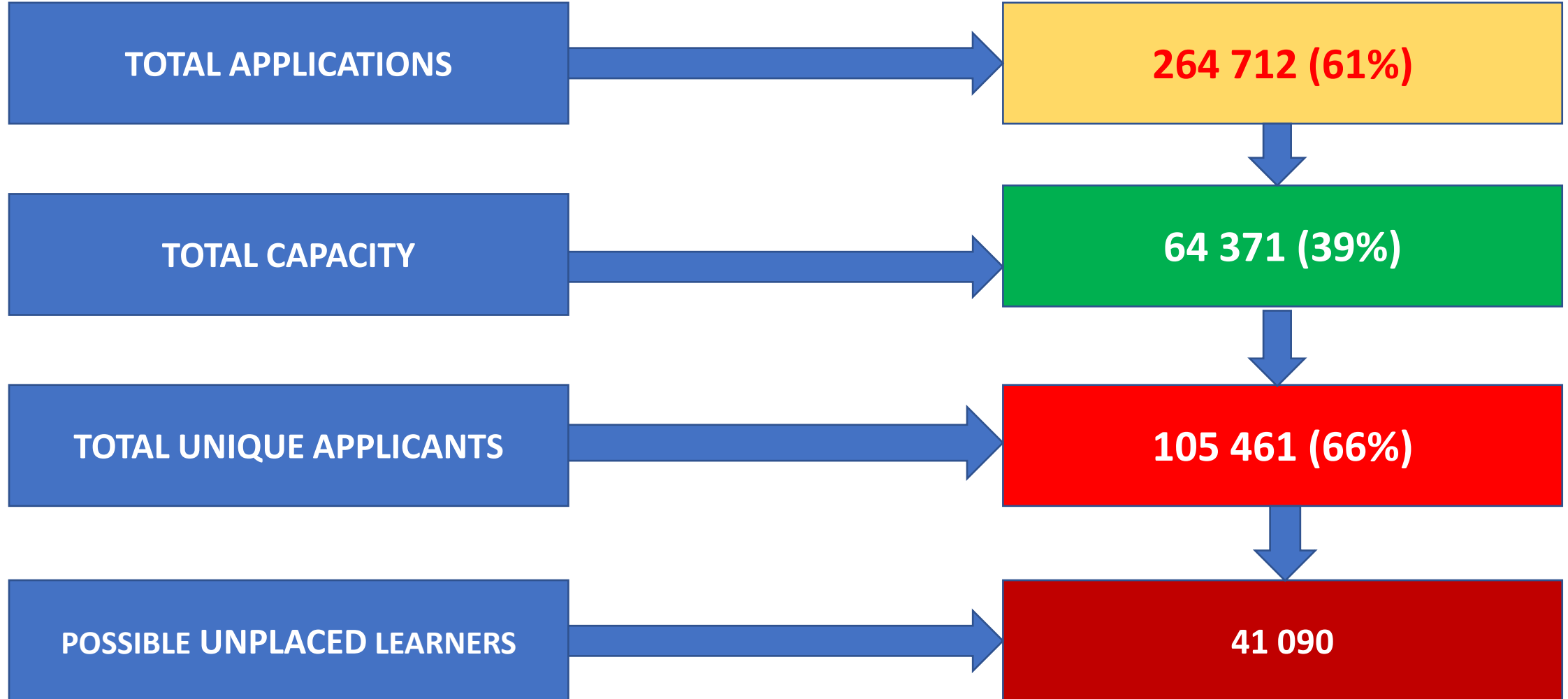
2024 Total Applications, Capacity And Unique Applicants

GRADE	TOTAL APPLICATIONS	TOTAL CAPACITY	TOTAL APPLICANTS	AVAILABLE SPACE	% AVAILABLE SPACE
1	324756	200575	145472	55103	27.5%
8	432319	165418	160509	4909	3%
Total	757075	365993	305981	60012	16.4%

High-Pressure Primary Schools [292]



High-Pressure Secondary Schools [277]

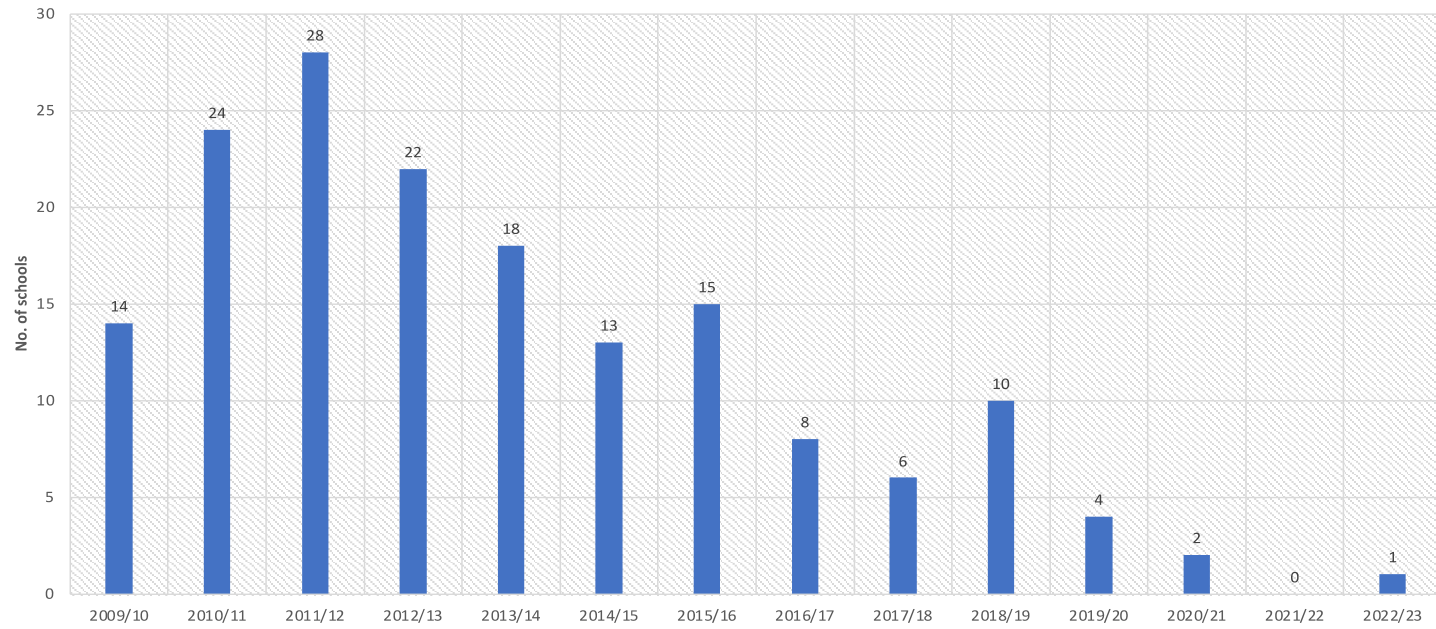


Interventions to deal with
demand for additional learning

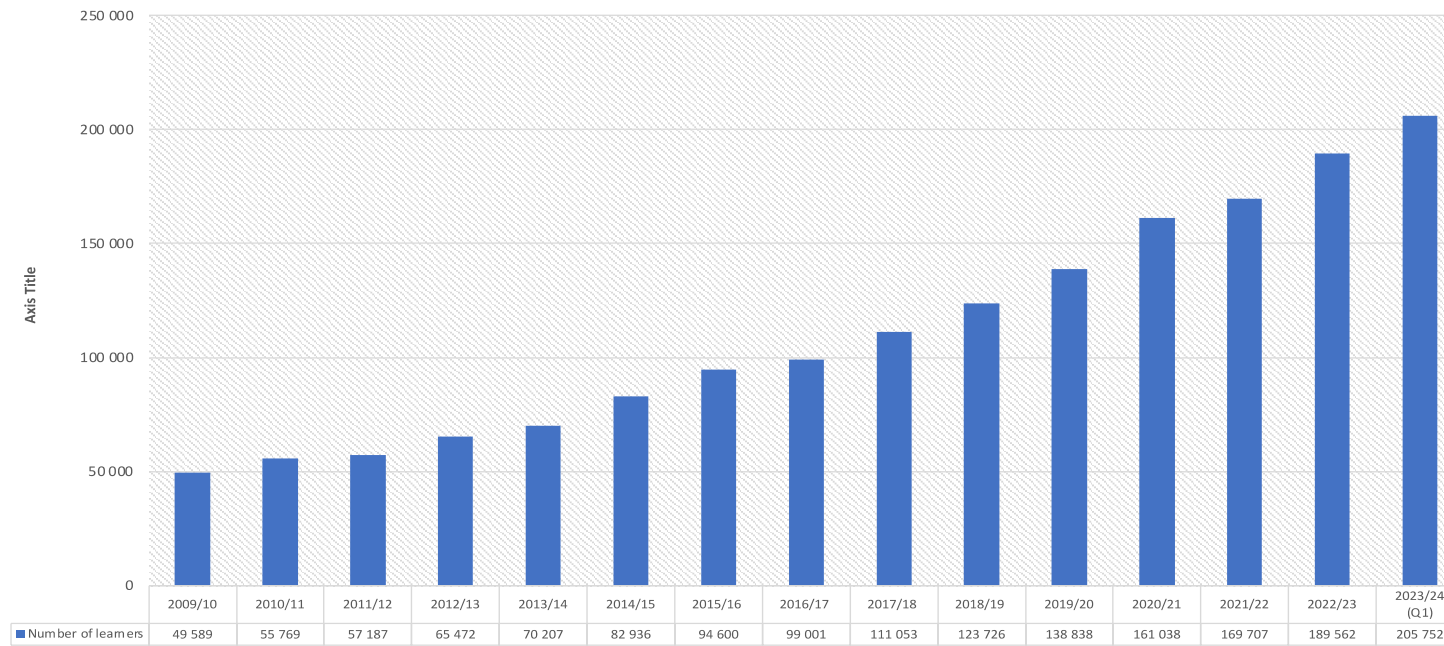
Infrastructure Delivery Trends

- Traditionally The delivery of new and replacement schools in Gauteng has dependant on one implementing agent.
- The delivery has drastically dropped compared to previous years, the GDE has found it necessary to consider alternative delivery modalities.
- The peak in delivery during 2008-2014 was related to some of the schools delivered being whole mobile schools.
- Decrease in Equitable funding and non-delivery by the implementing agent has had an adverse impact on the delivery of new and replacement schools.

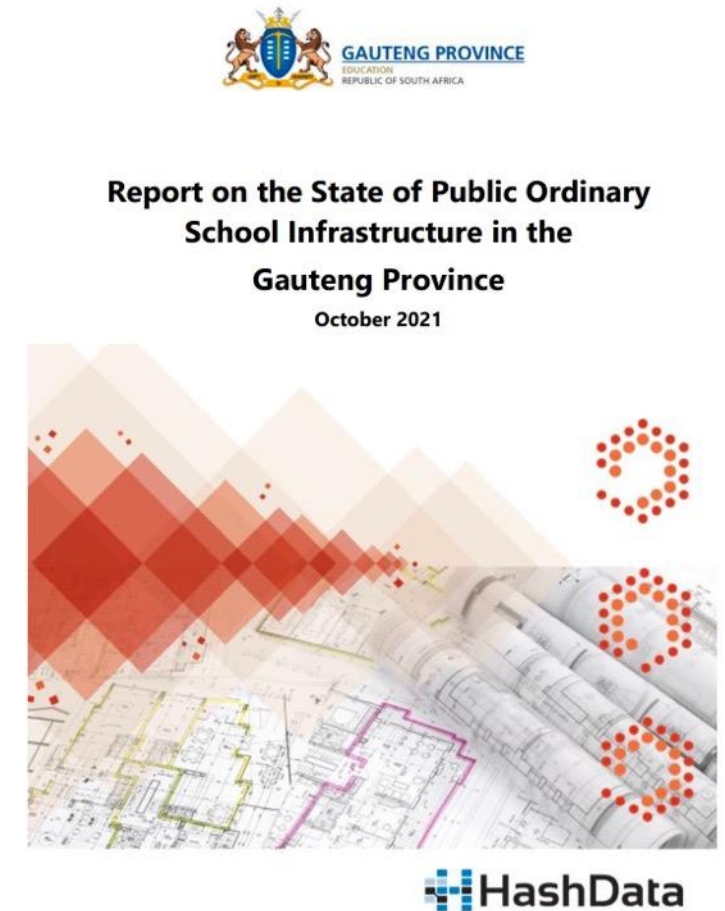
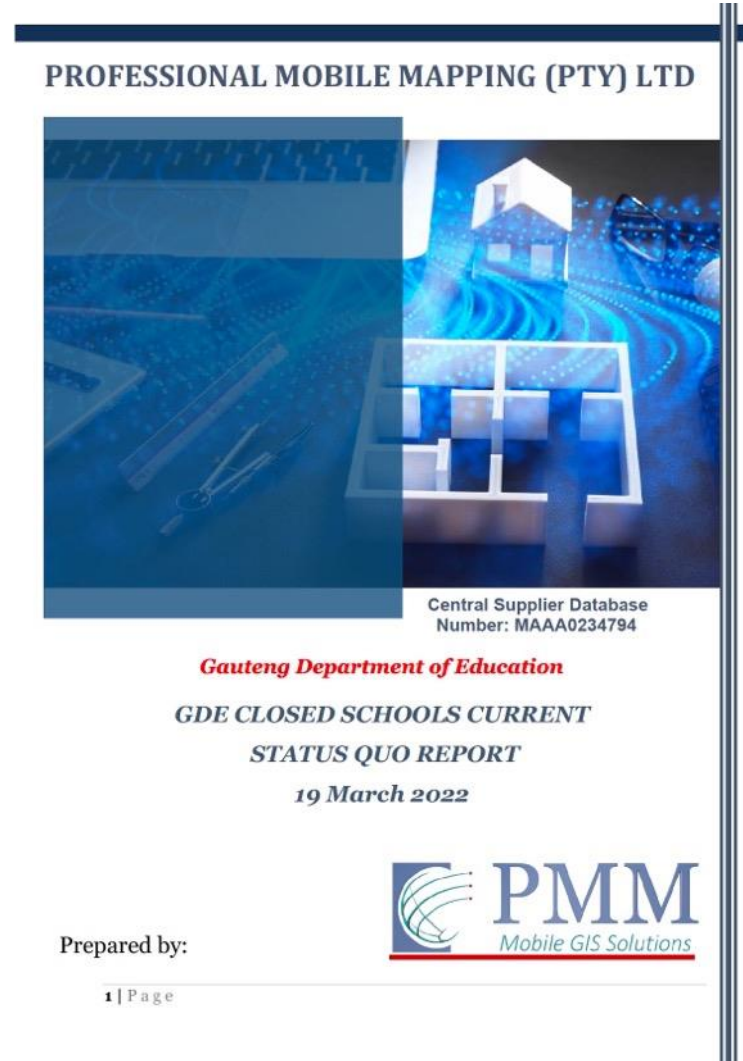
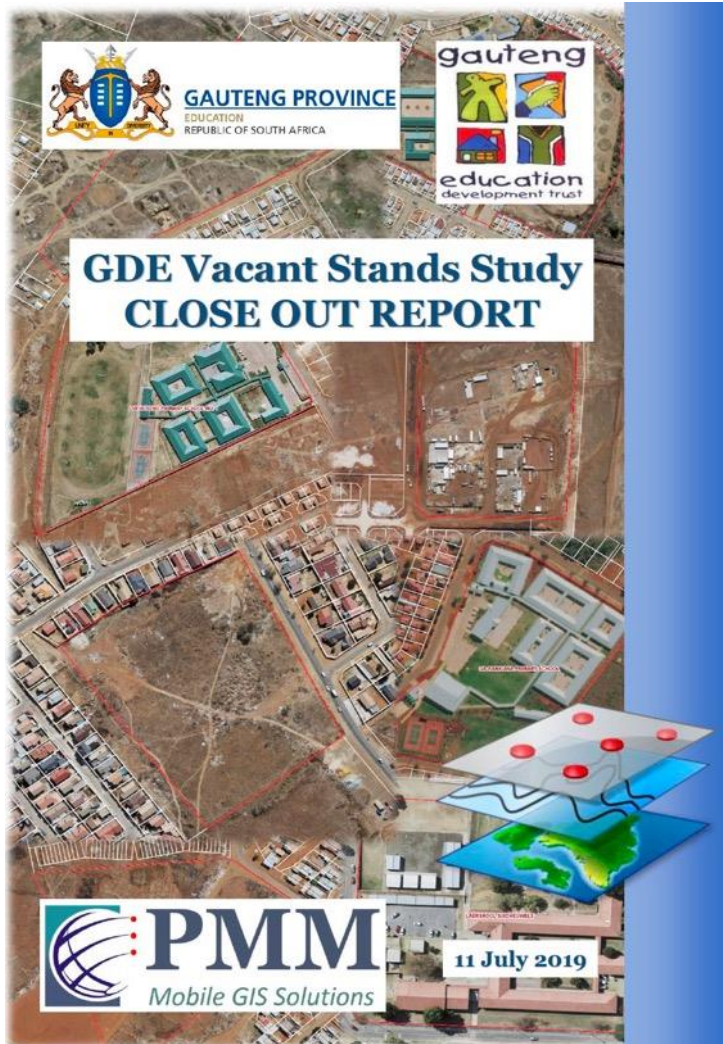
Number of schools built between 2001/02 to 2022/23



Number of learners on Scholar Transport



Studies to support infrastructure Planning



Infrastructure Delivery Challenges

- New Demand and Backlogs
 - Replacement Schools
 - 29 Schools built from Asbestos (Inappropriate Material)
 - 87 Whole Mobile Schools
 - Classroom Shortages at existing schools to reduce overcrowding
 - 723 schools have a shortage of 5 554 classrooms of which 3 166 are primary schools while 2 388 are secondary schools.
 - New Schools
 - The immediate shortage/ backlog in new townships are 132 new schools are required, i.e. 75 primary schools and 57 secondary schools.
 - 88 schools that are required in areas where there are new high-density middle-income housing developments.
 - Data related to admissions indicate that a total of 27 new schools are required on an annual basis.
- Delivery Challenges
 - Insufficient budgets to meet the current backlogs within the short-medium term
 - Infrastructure threatened by climate change poses a crisis adverse weather conditions have had an impact on school infrastructure.
 - Vandalism
 - Dolomitic conditions
 - Crime (Security requirements at schools are increasing particularly with the introduction of ICT components in schools)
 - Municipalities deferring the cost of Bulk Contributions for provision of Basic Services to the sector to compensate for the unavailability of the basic services.
 - IDMS model not aligned to the Gauteng migration scenario, following the model of delivery doesn't yield the required infrastructure that is needed.
 - Business Fora and community disruptions

Programmes to increase
learning spaces

Context – Additional Learning Spaces for Placement

1. Self Managed B&M Classrooms

- Permanent Solution
- R503k per class (including furniture)
- Good qualities on Acoustics, thermal comfort, lighting and ventilation



2. Delivery of Mobiles units

- Temporary Solution
- R 380k per class (excluding furniture)
- Bad qualities on Acoustics, thermal comfort, lighting and ventilation



Two interventions are different and provide very different perceptions on school infrastructure

SELF- BUILD CLASSROOMS

- Self-build programmes
 - There are a number of programmes that are not funded and or under-funded such as the satellite schools, self-built classes and mobile classrooms. There is only R400 million available to procure all these items.
 - Satellite Schools
- During 2019/20 financial year, the Department allocated R 152 098 241.06 to 109 schools to build **308 classrooms** in 10 Districts : ($308/50=6,2$ classrooms)
- During 2020/21 financial year, the Department allocated R 203 289 264.00 to 108 schools to build **408 classrooms** in 14 Districts: ($408/50=8,6$ schools)
- During 2021/22 financial year, the Department allocated R231 979 380 to 127 schools to build **460 classrooms** in 7 Districts: ($460/50=9,2$ schools)
- During 2022/23 financial year, the Department allocated 232 843 683 to 517 schools to build **848 classrooms** in 8 Districts: ($848/50=17$ schools)



Samples of School managed Classrooms



New Schools Programmes

- Allocation from Budget Facility for Infrastructure
 - R1,5 billion to build 18 schools over the next three years
 - The current projects to build schools such as the BFI 18 schools are addressing a long outstanding backlog and may not address the current challenges and forecasted outcomes.
 - The programme to focus on unused school buildings should be reconsidered and accelerated to assist in eliminating some of the challenges in specific areas.
- Provincial Public Works
 - 35 new schools in the planning phase – of which 17 schools are planned for delivery in the next three years – progress is slow
- DBSA
 - 8 schools being built for the next three years - progress is slow

PYEI – Some Comments

Youth employment programmes

- ESSP (2009-2014) - Extra School Support Programme - Implementing EPWP in schools
 - Extra School Support Programme (ESSP) seeks to enhance teaching and learning and it generally improves the holistic development of learners and brings about ownership of schools through the involvement of unemployed youth and graduates. This programme is a partnership with our sister department the Department of Infrastructure Development that deals with job creation and skills development.
 - The ESSP programme will be benefitting a total of 1227 including all No- fee schools in the province and the under performing schools. The ESSP programme will also be creating over 8 000 jobs.
 - Homework assistants
 - Sports coordinators
 - School patrollers
 - Parent Support Facilitators - As part of the improved service delivery and educational support to learners and parents the Department will expand the family support programme. This programme will ensure that parents are educated on getting learners into school and understanding the policies that govern schools. Parents will also be shown ways in which they can assist their children with homework and other school problems.
- School patrollers – continues to date with over 6000 patrolers
- Youth Brigade (2020)
 - With an advent of COVID-19, GDE implemented the Youth Brigade Programme where 9,500 youth were employed between Jun 2020 to Nov 2020., paying a stipend of R171M to YBs.
 - Screeners program: Aug 2021 to Oct 2021

Presidential Youth Employment Initiative (PYEI)

- The Presidential Youth Employment Initiative (PYEI) started on 01 December 2020
 - Phase I ran from 01 December 2020 and ended on 30 April 2021
 - A total of 47,540 Education Assistants (EAs) and General School Assistants (GSAs) were placed in the GDE Public Schools and Schools of LSEN
 - A total amount of R830,288,503m was spent on stipends for the said period
 - Phase II ran from 01 November 2021 and ended on 31 March 2022
 - A total of 49,680 EAs and GSAs were placed
 - An amount of R893,937,702m was paid to the youth in a form of stipends
 - Phase III started on 01 April 2022 and ended on 31 August 2022
 - A total of 39,964 was placed
 - An amount of R804,834,726m was paid as stipends to the placed youth
 - Phase IV started on 01 February 2023 and will end on 30 September 2023
 - To date, a total of 36,370 EAs and GSAs have been placed.
 - An amount of R372,519,783m has been disbursed to the placed youth as at 30 June 2023
- In total:
 - 173,554 youth of Gauteng have been exposed to job opportunities between 2020 and 2023
 - R2,901,580,714 billion was paid as stipend
 - The above figures excludes what is still to be paid for the remainder of Phase IV.

Some successes

- While unemployment continues to present a thorn in South Africa, PYEI efforts to address this scourge is helping to lessen its sting.
- The PYEI also provides pathways to better opportunities while instilling a sense of discipline and professionalism.
- Schools benefit
 - The initiative enables unemployed youth to become education assistants and general school assistants to support schools where there teacher workload issues.
 - Previous phases of the PYEI program has contributed immensely towards curbing the impact of the previous rotational schooling, implemented due to Covid-19 restrictions.
- Young people have access to view and secure both learning and earning opportunities available in the market/ network

Concluding Remarks

Make better use of their investments in education is a key priority

- As Gauteng, we will need to solve three problems, if we are to provide the educational opportunities our communities' demand, in a financially feasible and sustainable way.
 - Achieving national and provincial education goals will continue to require additional financial commitments over the coming years.
 - No less important is ensuring that these resources are used effectively by reducing spending inefficiencies across or education system.
 - Continuously review spending decisions that may not be aligned with learning objectives and address the lack the capacity to use funds efficiently at programme level.

Thanks