DEPARTMENT OF BASIC EDUCATION

ANNUAL REPORT

2019/20

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2030 NDP

DEPARTMENT OF BASIC EDUCATION

VOTE NO. 14

ANNUAL REPORT 2019/2020

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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PART A: GENERAL INFORMATION

1. DEPARTMENT GENERAL INFORMATION

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2. LIST OF ABBREVIATIONS/ ACRONYMS

ACER	Australian Council for Education Research
ADEA	Association for the Development of Education in Africa
AGSA	Auditor-General of South Africa
AGYW	Adolescent Girls and Young Women
AIDS	Acquired Immune Deficiency Syndrome
ANA	Annual National Assessment
APP	Annual Performance Plan
ASC	Amended Senior Certificate
ASIDI	Accelerated School Infrastructure Delivery Initiative
AU IPED	African Union Institute for Partner Education & Development
AVRR	Assisted Voluntary Return and Reintegration
B-BBEE	Broad-Based Black Economic Empowerment
BEd	Bachelor of Education
BELA	Basic Education Laws Amendment
BI	Business Intelligence
BM	Broad Management
BSC	Bid Specification Committee
CAIPs	Circuit Academic Improvement Plans
CALT@UJ	Centre for African Language Teaching at the University of Johannesburg
CAPS	Curriculum and Assessment Policy Statement
CEM	Council of Education Ministers
CEO	Chief Executive Officer
CHE	Council on Higher Education
COVID	Coronavirus Disease
CPD	Continuous Professional Development
CPTD	Continuous Professional Teacher Development
CSE	Comprehensive Sexuality Education
C/LSPID	Children/ Learners with Severe to Profound Intellectual Disabilities
CSTL	Care and Support for Teaching and Learning
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoH	Department of Health
DOJ&CD	Department of Justice and Constitutional Development
DoRA	Division of Revenue Act
DPME	Department of Planning, Monitoring and Evaluation
DPSA	Department of Public Service and Administration
DSAC	Department of Sports, Arts and Culture
DSD	Department of Social Development
ECD	Early Childhood Development
EEA	Employment of Educators Act
EFAL	English First Additional Language
EGMP	Early Grade Mathematics Project
EGRA	Early Grade Reading Assessment
EGRS	Early Grade Reading Study
EIG	Education Infrastructure Grant
ELRC	Education Labour Relations Council
EMGD	Education, Management and Governance Development

EMIS	Educational Management Information Systems
EMS: PMD	Education Management Service: Performance Management and Development System
eQPRS	electronic Quarterly Performance Reporting System
ETDP SETA	Education Training and Development Practice Skills Education Training Authority
EUP	Early Unintended Pregnancy
FAL	First Additional Language
FET	Further Education and Training
FPD	Foundation for Professional Development
FUEL	Feed, Uplift, Love and Educate
GBEM	Girls and Boys Education Movement
GBVF	Gender-Based Violence and Femicide
GCED	Global Citizenship Education
GET	General Education and Training
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
GITO	Government Information and Technology Officer
GTAC	Government Technical Advisory Centre
HEDCOM	Heads of Education Departments Committee
HIV	Human Immunodeficiency Virus
HoDs	Heads of Department
HR	Human Resources
HRD	Human Resource Development
IBRO	International Brain Research Organisation
ICT	Information and Communication Technology
IIAL	Incremental Introduction of African Languages
IOM	International Organisation for Migration
IQMS	Integrated Quality Management System
IT	Information Technology
JICA	Japan International Cooperation Association
LIS	Libraries and Information Systems
LTSMs	Learning and Teaching Support Materials
LURITS	Learner Unit Record Information and Tracking System
MEC	Member of the Executive Council
MIG	Municipal Infrastructure Grant
MM	Ministerial Management
MMS	Middle Management Service
MPAT	Management Performance Assessment Tool
MPSA	Minister of Public Service and Administration
MST	Maths, Science and Technology
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NAETSA	National Association of English Teachers of South Africa
NAPTOSA	National Professional Teachers' Organisation of South Africa
NATU	National Teachers Union
NCATT	National Curriculum and Assessment Task Team
NCOP	National Council of Provinces
NDP	National Development Plan
NECT	National Education Collaboration Trust
NEEDU	National Education Evaluation and Development Unit
NGO	Non-Governmental Organisation
NNOW	National Nutrition and Obesity Week

NRF	National Research Foundation
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSNP	National School Nutrition Programme
NT	National Treasury
NTA	National Teaching Awards
OECD	Organisation for Economic Cooperation and Development
OVHD	OpenView High Definition
PATs	Practical/ Performance Assessment Tasks
PEDs	Provincial Education Departments
PERSAL	Personnel Salary System
PEU	Professional Educators Union
PFMA	Public Finance Management Act
PIRLS	Progress in International Reading Literacy Study
PLCs	Professional Learning Communities
PMDS	Performance Management and Development Scheme
PPMs	Programme Performance Measures
PPP	Public-Private Partnership
PSCBC	Public Service Coordinating Bargaining Council
PSRIP	Primary School Reading Improvement Programme
PSS	Psychosocial Support
QLTC	Quality Learning and Teaching Campaign
RCC	Reading Clubs Competition
RCLs	Representative Councils of Learners
RCME	Research Coordination, Monitoring and Evaluation
REAP	Rural Education Assistants Project
RSP	Reading Support Project
SACE	South African Council of Educators
SADC	Southern African Development Community
SADTU	South African Democratic Teachers Union
SAFE	Sanitation Appropriate for Education
SAHRC	South African Human Rights Commission
SAICA	South African Institute of Chartered Accountants
SAOU	Suid-Afrikaanse Onderwysersunie
SAPA	South African Principals' Association
SAPESI	South African Primary Education Support Initiative
SAPS	South African Police Service
SASA	South African Schools Act
SA-SAMS	South African School Administration and Management System
SASCE	South African Schools Choral Eisteddfod
Sasol	South African Synthetic Oil Limited
SAVF	South African Veterinary Foundation
SBA	School-Based Assessment
SCM	Supply Chain Management
SCMP	Second Chance Matric Programme
SDGs	Sustainable Developmental Goals
SDIP	Service Delivery Improvement Plan
SEACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SGBs	School Governing Bodies
SISCOs	School Improvement Support Coordinators

SITA	State Information Technology Agency
SM	Senior Management
SMM	Senior Management Meeting
SMS	Senior Management Service
SMTs	School Management Teams
SoNA	State of the Nation Address
SOPs	Standard Operating Procedures
SP	Strategic Plan
SQL	Structured Query Language
SRHS	Sexual and Reproductive Health Services
SRSA	Sport and Recreation South Africa
STIs	Sexually Transmitted Infections
SWOT	Strengths, Weaknesses, Opportunities and Threats
TALIS	Teaching and Learning International Survey
TARMII	Teacher Assessment Resources for Monitoring and Improving Instruction
TDCM	Teacher Development and Curriculum Management
TDI	Teacher Development Implementation
TIMSS	Trends in International Mathematics and Science Study
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
Unisa	University of South Africa
USAID	United States Agency for International Development
WAD	World AIDS Day
WSE	Whole School Evaluation

3. FOREWORD BY THE MINISTRY

The 2019/20 Annual Report is the last report for the previous administration. It responds to progress on developments that occurred in the 2015 to 2019 term of Government in South Africa.

During the 2019/20 financial year, the Department of Basic Education ('DBE' or 'Department' hereafter) contributed to the five-year Medium-Term Strategic Framework (MTSF) as part of Outcome 1, towards achieving quality basic education for all. The work done with and through provinces, institutionalised the annual, medium and long-term planning and reporting processes to respond to strategic mandates and Government priorities. One of the key policy documents guiding the work of the Department in 2019/20 was the National Development Plan (NDP). In the year under review, we made considerable progress in refining our Basic Education Sector Plan – *Action Plan 2024: Towards the Realisation of Schooling 2030* – with stakeholders and partners.

Dr Reginah Mhaule, MP, was appointed as the new Deputy Minister for Basic Education during the financial year. Prior to her deployment as a Member of Parliament in February 2018, Dr Mhaule served as MEC for Education in Mpumalanga from 2009 until 2018. We are honoured to have Dr Mhaule aboard and look forward to benefitting from her vast knowledge of the sector and experience as a leader.

We have made great strides in terms of improving access to education to respond to the Constitution of the Republic of South Africa and the National Development Plan, as seen in the growth in learning outcomes in our national and international assessments. However, we still have much to do to ensure that our investment in the education sector secures the much-needed improvements in the quality of education and schooling outcomes in our country.

This Annual Report coincides with the start of the new administration and the transition from the fifth democratic administration. Our strategic objectives in the year under review, the first of the sixth administration, were in support of the MTSF outcome of ensuring quality basic education. The sector priorities were developed with a renewed focus on foundational skills, improved learning outcomes, better teaching and learning opportunities, and mitigating the huge burden of poverty and inequality in our country. We are aware that any investment in education contributes to our country's development and it is more urgent than ever that we are effective in our actions and strategies to nurture, care for and support the health, academic efforts and safety of learners in our schools.

Our systems have matured, as has the understanding of the shared values, activities and sector concerns. At the national and provincial levels, our policies and practices have been enriched by the broader policy debates on education oversight, governance and performance in terms of resources and sector outcomes.

We have highlighted the pressures on appropriate sanitation provisioning in our schools, which will require innovative funding strategies and solutions, especially among service providers and partners on whom we rely to deliver our water and sanitation needs.

Our focus on learner support, which is beginning to yield results, included providing decolonised and enriched materials, effective language interventions to stimulate reading and learner-focused instruction using technological innovations. We provided additional opportunities for wide access to the National Senior Certificate (NSC) qualification and we are developing key assessments through the Systemic Evaluation to prepare young children for effective schooling and to measure their progress in learning.

The Department has created opportunities in the system, through the Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID) Conditional Grant, for the inclusion of learners with severe and profound intellectual disabilities. We will continue to improve the spending, quality of instruction and support of all Learners with Special Educational Needs (LSEN). Human resource provisioning specific to Inclusive Education is at the heart of this work. Through this programme, 8 855 learners were supported in the 2019/20 financial year.

The priorities of the sixth administration include the following, for which we have launched several interventions and made progress in the following areas:

- Rolling out Information and Communications Technology (ICT) assistive devices to special and no-fee schools, multi-grade and multi-phase schools, rural and farm schools; and introduced Coding, Robotics and Artificial Intelligence as subjects in the curriculum;
- Digitisation of Learning and Teaching Support Materials (LTSMs), and expanding connectivity in schools;
- Preparing for the incremental function shift of Early Childhood Development (ECD) delivery from the Department of Social Development (DSD) to the DBE;
- Expanding access to technical and vocational subjects, and technical-occupational subjects, to provide young people with the requisite skills for a changing world and the world of work;
- Work on effective ways of teaching '*Reading for Meaning*' in African languages is advanced, and we have established working methodologies and advocacy campaigns around these activities among our young people and teachers; and
- We have launched the Sanitation Appropriate for Education (SAFE) Initiative, a Presidential project to eradicate pit latrines in schools. The project involves the private sector and South Africans, in general; thus entrenching *education as a societal issue*. Remarkable progress has been made to restore the dignity of our learners since the launch of the SAFE initiative, with 392 schools provided with proper sanitation.

In the Strategic Plan 2015-2019, in line with the stipulations of the NDP, the Department committed to improving the quality of teaching and learning through better teacher support, development, utilisation and supply, as well as better LTSM provisioning and infrastructure development, preservation and maintenance. These priorities inform our work in the sector, and especially our interactions with provinces through inter-provincial fora on implementing policies in various aspects of our work to improve the quality of basic education.

The COVID-19 pandemic emerged as a shock not only to our sector, but the entire world. Our response to this global pandemic was determined and characterised by the preparedness of our sector – schools had to close in the last month of the 2019/20 financial year. Our approach in the sector was, and continues to be, focused on the development priorities articulated in our policy and planning documents; to push to reduce the learning deficits associated with the COVID-19 pandemic; and to protect the health, safety and academic futures of our learners while consolidating the future of our basic education system.

Mrs AM Motshekga, MP

Minister of Basic Education

October 2020

Dr MR Mhaule

Deputy Minister of Basic Education

October 2020

4. REPORT OF THE ACCOUNTING OFFICER

The 2019/20 financial year saw the reappointment of Mrs Angie Motshekga as the Minister of Basic Education at the start of the sixth administration. The Minister was first appointed to head the Basic Education Ministry in 2009; which is significant as it means she has been at the helm to see at least one complete 12-year schooling cohort transition through the system. This impressive tenure has meant that there is continuity, stability and some level of consistency maintained in the sector.

The restructuring of the Department in support of Government's financial austerity measures was approved during this financial year. This restructuring resulted in the formation of a new Business Intelligence (BI) Branch, and the collapse of Planning, Information and Assessments (Branch P). A key post of the Deputy Director-General for Branch BI, was filled.

Following the announcement by the President to relocate responsibility for ECD from the DSD to the DBE, the two departments commenced work, in collaboration with various ECD stakeholders, to finalise the function shift to the DBE. The role of the DBE as a lead department is to conceptualise a fit-for-purpose curriculum programme for pre-school education. The new ECD system will ensure that all South African children improve their foundational skills of literacy and numeracy, and their performance within school. This will supplement the work of social partners in civil society that aim to stimulate interest and activities in the broader society and communities in support of reading. The DBE is working, with various partners through various workstreams, on a comprehensive plan to ensure a phased and systematic relocation of the responsibility and leadership of ECD, to deliver the provision of ECD for 0 to 4-year-olds, including their health and broader development needs.

The 2019/20 financial year ended on a high note with the hosting of the Basic Education Sector Lekgotla on 15–17 January 2020. The challenges relating to the theme, 'Equipping learners with knowledge and skills for a changing world', were discussed in eight Strategic Action Hubs where delegates proposed actions for implementation. President Cyril Ramaphosa congratulated the Department, teachers and the Class of 2019 for achieving a record pass rate of 81.3% in the 2019 NSC examinations. In line with the theme of the Lekgotla, President Ramaphosa said that our learners require new skills rooted in academic competencies such as literacy, numeracy and science, as well as critical thinking, communication, persistence and creativity. The President also touched on rolling out the subjects of the future, such as Robotics and Coding, to meet the demands of a changing economy and the future world of work.

In 2019, 87% of schools were no-fee schools that accommodated 79% of learners. These no-fee schools provide much-needed relief for households, as government funding removes the need for parents to pay fees at such schools. This, together with the National School Nutrition Programme (NSNP) that feeds around nine million learners, is a foundation of social assistance and poverty mitigation and contributed greatly to ensuring that learners in our country have access to quality education.

We had several provincial engagements with education officials and partners in this financial year. These platforms allow constructive engagement at district, provincial and national levels and continue to play a crucial role in promoting uniformity within the sector. These deliberations have prioritised various aspects of the education system, including strengthening '*Reading for Meaning'*, especially for learners in the Foundation and Intermediate Phases; monitoring of learner readiness in terms of curriculum coverage, and strengthening technical schools and Focus Schools or Schools of Specialisation across all provinces. The DBE, in collaboration with the social and civil society partners, including the National Education Collaboration Trust (NECT), launched the National Reading Coalition (NRC) and various dialogues to support these system priorities.

Districts are closest to schools and their practices as well as their efforts are closely monitored by the DBE. District performance has improved. During the 2019 NSC examination, six of the 75 districts - one (1) in the Eastern Cape and five (5) in Limpopo- performed between 60% and 69.9%. A total of 24 districts – ten (10) in the Eastern Cape, five (5) in the KwaZulu-Natal, two (2) in Limpopo, two (2) in Mpumalanga, four (4) in the Northern Cape, and one (1) in the Western Cape- performed between 70% and 79%. The remaining districts performed at 80% and above.

The DBE has provided a total of 60 108 295 Grades R–9 workbooks to 23 298 public schools for the 2019 academic year. Workbooks provide worksheets that are tied to the pace and level of the curriculum requirements; while providing challenging tasks for learners to develop a constructivist approach to learning.

The DBE also developed state-owned digital content resources consisting of 334 workbooks, 594 graded readers and 25 Mind-the-Gap Study Guides. Quality digital content resources, both in the interface and presentation methodology, enhance active learning and knowledge retention among learners.

In response to the SAFE Initiative launched by the President during 2018 to address the sanitation challenges facing the country's poorest schools, the National Treasury made available R700 million for the first phase of the SAFE Initiative during the 2019/20 financial year.

In response to the COVID-19 pandemic, the sector provided emergency water and sanitation to mitigate the effect of the pandemic and to contribute to the health and well-being of our school communities. The national lockdown was introduced in March 2020, thus directly affecting schooling in general.

Table 1. Departmental receipts

Departmental receipts	2019/20			2018/19		
	Estimate	Actual Amount Collected	(Over)/Under Collection	Estimate	Actual Amount Collected	(Over)/Under Collection
	R'000	R'000	R'000	R'000	R'000	R'000
Sale of goods and services other than capital assets	2 867	3 044	(177)	3 218	2 885	333
Interest, dividends and rent on land	11 000	11 137	(137)	11 000	5 093	5 907
Sale of capital assets	15	-	15	15	8	7
Financial transactions in assets and liabilities	1 000	1 529	(529)	700	2 315	(1 615)
Total	**14 882**	**15 710**	**(828)**	**14 933**	**10 301**	**4 632**

Table 2. Tariffs

Certification	Tariff in R
Replacement and re-issue of a Senior Certificate/ National Senior Certificate	118
Changes or amendments on certificates (re-issue)	118
Confirmation documents issued prior to the certificate (system-generated document)	47
Letter to embassy and authentication of qualifications (work/ study abroad)	47
Re-issue of statement results (provincial)	47
Replacement of Standard 6, 7, 8, 9, 10 and Std 10 practical certificate	118
Replacement of teacher's certificate statement/ diploma	118
Statement of teacher's qualifications	47
Verification of qualification prior to 1992 for non-government organisations	47
Verification of qualification prior to 1992 for non-government institutions	68
Examination Fees	
Re-mark	112
Re-check	27
Viewing	219

Services rendered

The Department is mainly responsible for the formulation of national education policy and the monitoring and evaluation of the implementation policy. Services are also rendered on a national basis in respect of matric certification (Matric/ Grade 12). The DBE captures the applications for replacement certificates and also issues statements of results while the applicants are waiting for Umalusi to issue or re-issue certificates. Certification is a frontline service that the Department offers to the public. This service is critical as applicants require certificates to be admitted to Higher Education Institutions (HEIs) and for employment.

Interest received

The Department has appointed implementing agents for the Accelerated School Infrastructure Delivery Initiative (ASIDI) projects whereby advance payments are paid into dedicated bank accounts. Whatever interest is accumulated in these dedicated bank accounts is due to the Department of Basic Education Account and recorded as 'interest received'.

Table 3. Programme Expenditure

Programme Name	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Administration	518 342	509 389	8 953	476 565	471 919	4 646
Curriculum Policy, Support and Monitoring	1 944 506	1 880 933	63 573	1 861 689	1 802 191	59 498
Teachers Education, Human Resources and Institutional Development	1 383 888	1 367 945	15 943	1 307 146	1 297 611	9 535
Planning, Information and Assessment	13 106 706	12 586 411	520 295	12 943 527	12 734 639	208 888
Education Enrichment Services	7 511 089	7 506 938	4 151	7 110 656	7 108 407	2 249
Total	**24 464 531**	**23 851 616**	**612 915**	**23 699 583**	**23 414 767**	**284 816**

Table 4. Expenditure per economic classification

Economic Classification	Final Appropriation R'000	Actual Expenditure R'000	Percentage %
Current Payments			
Compensation of Employees	540 108	515 282	95.4%
Departmental Operation	1 815 038	1 752 288	96.5%
Specifically and Exclusively appropriated			
School Infrastructure Backlog Grant	1 987 048	1 473 511	74.2%
Conditional Grants to Provinces for:			
Maths, Science and Technology Grant	391 302	391 302	100.0%
Learners with Profound Intellectual Disability Grant	220 785	212 325	96.2%
Education Infrastructure Grant	10 514 478	10 514 478	100.0%
HIV and AIDS	256 951	256 951	100.0%
National School Nutrition Programme	7 185 715	7 185 715	100.0%

Economic Classification	Final Appropriation R'000	Actual Expenditure R'000	Percentage %
Other Transfers	1 553 106	1 549 764	99.8%
Total Expenditure	**24 464 531**	**23 851 616**	**97.5%**

Virements/ Roll-overs

As approved by National Treasury (Treasury approval no. 9/4/4/4/13 dated 4 October 2019), the Department shifted R15 million from the Workbooks Project in Programme 2: Curriculum Policy, Support and Monitoring to Programme 3: Teacher, Education Human Resources and Institutional Development, for the Teacher Union Collaboration (TUC) for teacher training. R36.6 million from the Workbooks Project budget was shifted from Programme 2: Curriculum Policy, Support and Monitoring to Programme 4: Planning, Information and Assessment, to increase transfer payment to the National Education Collaboration Trust.

Table 5. Virement

Shifted from	R'000	Shifted to	R'000
Programme 2: Curriculum Policy, Support and Monitoring	(15 000)	Programme 3: Teachers, Education Human Resources and Institutional Development	15 000
Programme 2: Curriculum Policy, Support and Monitoring	(36 650)	Programme 4: Planning, Information and Assessment	36 650

Public-Private Partnerships

The Public-Private Partnership (PPP) agreement for the provision of a fully serviced head office for the Department is in year 10 of a 25-year agreement with the Private Party, Sethekgo. The PPP agreement effectively prescribes the timeframes for delivery and the service specifications required. The private party and all its contractors comply with the BEE requirements and all required insurance is in place. The monthly unitary payments made to the private party are correctly classified and calculated, as stipulated by the PPP agreement. All performance and service failures are considered in calculating possible performance and availability deductions.

Discontinued activities/ activities to be discontinued

There are no activities that have been discontinued or are to be discontinued, and no reasons for discontinuance, nor are there any related effects on the operations and service delivery of the Department or applicable financial implications. All services that are contracted with the Private Party are still provided. The Private Party was requested to manage a new service on behalf of the Department, which is the procurement of an additional generator. The new generator will ensure that the building is operational during an electricity interruption and not just for emergency services. The budget implication for the new generator is R8.2 million.

Supply Chain Management (SCM): There were no unsolicited bid proposals concluded for the year under review. There are SCM processes and systems in place to prevent irregular expenditure in the Department.

Challenges experienced in SCM and how they were resolved

Instances where the Department incurred irregular expenditure were addressed by training all the members of the Bid Committees on the Public Finance Management Act (PFMA), the roles and responsibilities of Bid Committees and on infrastructure procurement, to ensure that they are well informed on supply chain issues.

Table 6. Gifts and donations received in kind from non-related parties

Name of organisation	Nature of gift, donation or sponsorship	2019/20	2018/19
		R'000	R'000
Received in kind			
Vodacom Foundation	National Senior Certificate Exams	987	987
MTN Foundation	National Senior Certificate Exams	202	653
Road Accident Fund (RAF)	National Senior Certificate Exams	360	150
AVBOB Foundation	National Senior Certificate Exams	55	60
Compubooks	National Senior Certificate Exams	-	45
Massmart	National Senior Certificate Exams	81	81
Kagiso Trust	National Senior Certificate Exams	67	50
Entsika	National Senior Certificate Exams	381	1 000
Anglo American	National Senior Certificate Exams	50	50
Industrial Development Corporation (IDC)	National Senior Certificate Exams	-	1 500
Vodacom	National Teacher Awards	650	500
School Net SA	National Teacher Awards	-	100
Massmart	National Teacher Awards	78	-
Chinese Embassy	National Teacher Awards	-	950
Entsika	National Teacher Awards	800	712
AVBOB Foundation	National Teacher Awards	553	467
Via Afrika	National Teacher Awards	511	433
Nexus Travel	National Education Excellence Awards	-	126
Protea Hotels	National Education Excellence Awards	-	18
Kwathlano Shuttle and Chauffeur Services	National Education Excellence Awards	40	11
Travel with Flair	National Education Excellence Awards	-	10
French Embassy	National Education Excellence Awards	-	15
Sub-total		4 815	7 918
TOTAL		**4 815**	**7 918**

Table 7. Exemptions and deviations received from the National Treasury

No.	Description	Supporting Legislation (PFMA/ Treasury Regulations)	Conditions of the exemption or deviation (if any) and the mechanisms put in place	Name of Supplier	Period	Contract amount
1.	Appointment of the Australian Council for Education Research to provide technical support for the implementation of the Systemic Evaluation model in South Africa for a period ending 2021.	Paragraph 8.5 of the National Treasury Instruction Note 3 of 2016/17 which states that "Any other deviation will be allowed in exceptional cases subject to the prior written approval from the National Treasury."	Condition: To strengthen the development and the implementation of the Systemic Evaluation model, the DBE aims to partner with ACER to source technical support during the key stages of the evaluation for a period ending 31 March 2021. Mechanism: N/A	Australian Council for Education Research	April 2019 to March 2021	R13 374 685
2.	Appointment of Centre for Evaluation Assessment to conduct the Progress in International Reading Literacy Study (PIRLS) for a period ending in 2023.	Paragraph 8.5 of the National Treasury Instruction Note 3 of 2016/17 which states that "Any other deviation will be allowed in exceptional cases subject to the prior written approval from the National Treasury."	Condition: The International Association for the Evaluation of Educational Achievement indicated that the Centre for Evaluation Assessment (CEA) was the only institution with the demonstrated capacity in large-scale survey administration, analytic and policy analysis experience in conducting the PIRLS survey to the requested standard. Mechanism: The CEA to pursue partnering with other service providers who can offer specialised skills at various stages of the study. Training of young researchers from disadvantaged backgrounds. To go out on an open tender at the end of this contract if there is still a need for the service.	Centre for Evaluation Assessment	October 2019 to December 2023	R46.5 million
3.	Appointment of Blind SA's Braille Services for Brailling of November 2019 Examination Question Papers.	Paragraph 8.5 of the National Treasury Instruction Note 3 of 2016/17 which states that "Any other deviation will be allowed in exceptional cases subject to the prior written approval from the National Treasury."	Condition: Blind SA's Braille Services is the sole service provider of contracted Braille in South Africa's 11 official languages, specialising in African languages and provides secure Braille production services for examination purposes as required by the DBE. Mechanism: To go out on an open tender.	Blind SA's Braille Services	November 2019 (once-off)	R350 000
4.	Appointment of Pioneer Printers and Blind SA to provide Braille textbooks for African languages for a period ending on 31 December 2021.	Paragraph 8.5 of the National Treasury Instruction Note 3 of 2016/17 which states that "Any other deviation will be allowed in exceptional cases subject to the prior written approval from the National Treasury."	Condition: These two service providers are the only ones that meet the standards set by the DBE and the South African Braille Authority. Mechanism: N/A	Pioneer Printers and Blind SA	November 2019 to 31 December 2021.	Estimated R16 716 248.59

No.	Description	Supporting Legislation (PFMA/ Treasury Regulations)	Conditions of the exemption or deviation (if any) and the mechanisms put in place	Name of Supplier	Period	Contract amount
5.	Appointment of Pioneer Printers to provide Braille workbooks for a period ending on 31 March 2021.	Paragraph 8.5 of the National Treasury Instruction Note 3 of 2016/17 which states that "Any other deviation will be allowed in exceptional cases subject to the prior written approval from the National Treasury."	Condition: This service provider is the only one that meets the standards set by the DBE and the South African Braille Authority. Mechanism: To go out on an open tender.	Pioneer Printers	March 2020 to 31 March 2021.	Estimated R5 000 000
6.	Appointment of a service provider to provide armed close protection security services for the North West Administrator for a period of six months.	Paragraph 8.5 of the National Treasury Instruction Note 3 of 2016/17 which states that "Any other deviation will be allowed in exceptional cases subject to the prior written approval from the National Treasury."	Condition: The service provider was appointed through the quotation process as follows: G4S Secure Solutions SA was first appointed for the amount of R251 850. G4S Secure Solutions SA was appointed for the second time through a quotation process at the amount of R419 750. In December 2019, it came to the attention of the DBE that the Administrator in the North West will remain in place until end-August 2020. Sourcing the services through a tendering process was impractical within the tight time frames. The SCM could further not source this service through quotations as the above costs already exceeded the R500 000 quotation threshold. Mechanism: Not Applicable, as it was indicated that the NW Administrator would remain in place until end-August 2020.	Red Neo Security (Pty) Ltd	February 2020 to August 2020	R418 800

Table 8. Participations done during the 2019/20 financial year

No.	Description	Supporting legislation (PFMA/ Treasury Regulations)	Conditions of the exemption or deviation (if any) and the mechanisms put in place	Name of Supplier	Period	Contract amount
1.	Participation in contract VA49/555: *Rendering of services in respect of venue and facilities for conferences, Department meetings and events.*	According to Paragraph 16A6.6 of the Treasury Regulations, "The accounting officer or accounting authority may on behalf of the Department, constitutional institution or public entity, participate in any contract arranged by means of a competitive bidding process by any other organ of state, subject to prior written approval of such organ of state and the relevant contractor".	The ToR are at the BAC. The DBE will advertise the tender for a Professional Conference Organiser (PCO) once necessary approvals have been received.	Travel With Flair	6 months from June 2019	8% management fee
2.	Extension of participation in contract VA49/555: *Rendering of services in respect of venue and facilities for conferences, Department meetings and events.*	According to Paragraph 16A6.6 of the Treasury Regulations "The accounting officer or accounting authority may on behalf of the Department, constitutional institution or public entity, participate in any contract arranged by means of a competitive bidding process by any other organ of state, subject to prior written approval of such organ of state and the relevant contractor".	The ToR are at the BAC. The DBE will advertise the tender for a Professional Conference Organiser (PCO) once necessary approvals have been received.	Travel With Flair	6 months from January 2020	8% management fee
3.	Participation in contract VA49/555: *Rendering of services in respect of travel and accommodation to the Department of Basic Education.*	According to Paragraph 16A6.6 of the Treasury Regulations "The accounting officer or accounting authority may on behalf of the Department, constitutional institution or public entity, participate in any contract arranged by means of a competitive bidding process by any other organ of state, subject to prior written approval of such organ of state and the relevant contractor".	The Department has advertised the tender for a Travel Management Company (TMC) and the tender is awaiting the evaluation process.	Travel With Flair	6 months from February 2020	8% management fee

Table 9. Events after the reporting date

Due to COVID-19 that was declared as national disaster by the President in March 2020, the DBE had to procure the items below:	R'000
Water tanks from Rand Water for schools	222 275
Mobile toilets (sanitation) for schools from the DBSA and Mvula Trust	7 427
2 000 masks for (on behalf of) some Provincial Education Departments	38 700
COVID-19 hygiene supplies and protective masks for the DBE officials	1 742
Tracking tool from SMEC South Africa (Pty) Ltd to monitor the delivery of water tanks	173
Total	**270 317**

A number of schools were vandalised during the lockdown period throughout all provinces. The exact number as well as the related cost is still being quantified. The repairs of the damage caused by vandalism will be funded from the Education Infrastructure Grant (EIG). Furthermore, Treasury approval was obtained for the Provincial Education Departments (PEDs) to utilise the EIG to procure COVID-19 essentials. The usage of the EIG to fund both the school renovations and the purchase of COVID-19 essentials may negatively affect service delivery as there will be less funds available to build school infrastructure.

Mr HM Mweli
Accounting Officer
Department of Basic Education
October 2020

5. STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY FOR THE ANNUAL REPORT

To the best of my knowledge and belief, I confirm the following:

All information and amounts disclosed throughout the annual report are consistent.

The annual report is complete, accurate and free from any omissions.

The annual report has been prepared in accordance with the guidelines on the annual report issued by National Treasury.

The Annual Financial Statements (Part E) have been prepared in accordance with the modified cash standard and the relevant frameworks and guidelines issued by the National Treasury.

The Accounting Officer is responsible for the preparation of the annual financial statements and for the judgements made in this information.

The Accounting Officer is responsible for establishing and implementing a system of internal control that has been designed to provide reasonable assurance as to the integrity and reliability of the performance information, the human resources information and the annual financial statements.

The external auditors are engaged to express an independent opinion on the annual financial statements.

In my opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the Department for the financial year ended 31 March 2020.

Yours faithfully

Mr HM Mweli
Accounting Officer
October 2020

6. STRATEGIC OVERVIEW

6.1. Vision

Our vision is of a South Africa in which all our people will have access to lifelong learning, education and training opportunities, which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous and democratic South Africa.

6.2. Mission

Our mission is to provide leadership in the establishment of a South African education system for the 21st century.

6.3. Values

The Department of Basic Education adheres to the following values:

People

Upholding the Constitution, being accountable to the Minister, the Government and the people of South Africa.

Excellence

Maintaining high standards of performance and professionalism by aiming for excellence in everything we do, including being fair, ethical and trustworthy in all that we do.

Teamwork

Cooperating with one another and with our partners in education in an open and supportive way to achieve shared goals.

Learning

Creating a learning organisation in which staff members seek and share knowledge and information while committing themselves to personal growth.

Innovation

Striving to address the training needs for high-quality service and seeking ways to achieve our goals.

7. LEGISLATIVE AND OTHER MANDATES

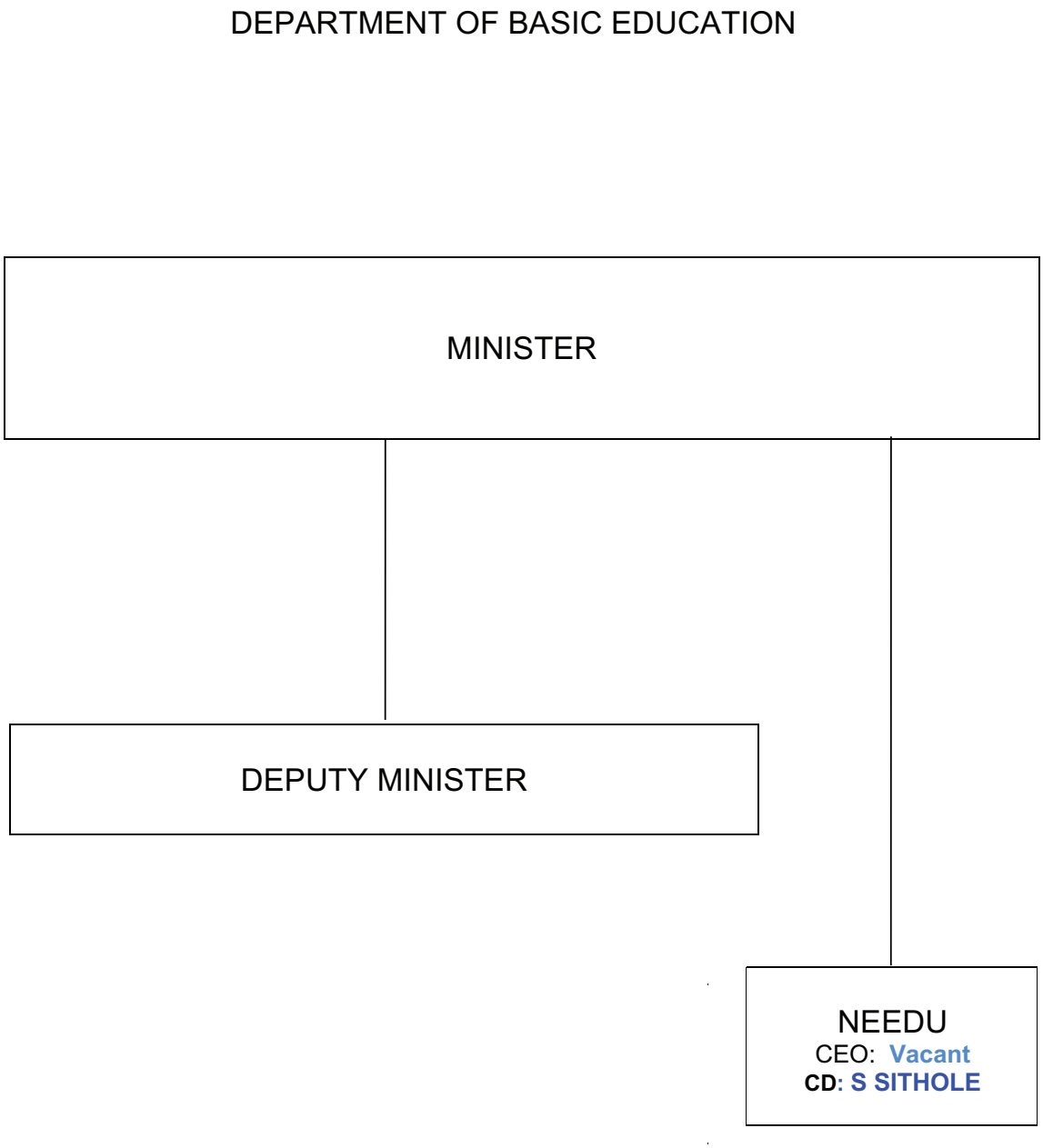
The DBE derives its mandate from the following legislation:

Section 29 of the Constitution of the Republic of South Africa, 1996 considers it everyone's right to basic education. The Constitution requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees basic education for all, with the provision that everyone has the right to basic education, including adult basic education.

- The **National Qualification Framework Act (Act 67 of 2008)** provides for the further development, organisation and governance of the National Qualification Framework.
- The **National Education Policy Act (Act 27 of 1996)** inscribed into law the policies, the legislative and monitoring responsibilities of the Minister of Basic Education, and the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM) and the Heads of Education Departments Committee (HEDCOM) as intergovernmental forums that collaborate in the development of the new education system.
- The **South African Schools Act (Act 84 of 1996)** promotes access to education, quality and democratic governance in the schooling system, and makes schooling compulsory for children aged 7 to 15, to ensure that all learners have access to quality education without discrimination.
- The **Employment of Educators Act (Act 76 of 1998)** regulates the appointments, conditions of service, discipline, retirement and discharge of educators.
- The **South African Council for Educators Act (Act 31 of 2000)** regulates the professional development of educators and maintains a set of rules to protect ethical and professional standards for educators.
- **The General and Further Education and Training Quality Assurance Act (Act 58 of 2001**) provides for:
    - the establishment, composition and functioning of the General and Further Education and Training Quality Assurance Council;
    - quality assurance in General and Further Education and Training;
    - control over norms and standards of curriculum and assessment;
    - the issue of certificates at the exit points; and
    - the conduct of assessment.

The ***Action Plan to 2019: Towards the realisation of Schooling 2030*** represents another milestone in the journey towards quality schooling for all South Africans. This document took stock of key developments in the basic education sector since the release in 2011 of the previous sector plan, *Action Plan to 2014: Towards the realisation of Schooling 2025*. It reiterates many of the priorities outlined in the earlier plan as, to a large extent, priorities have remained the same in recent years. However, there are shifts of emphasis in the wake of lessons learnt and priorities put forward by the NDP released by the President in 2012. In line with the NDP, the planning horizon in the current plan is 2030, and no longer 2025. The medium-term horizon was set at 2019, which was the end of the 2014–2019 electoral cycle.

8. ORGANISATIONAL STRUCTURE

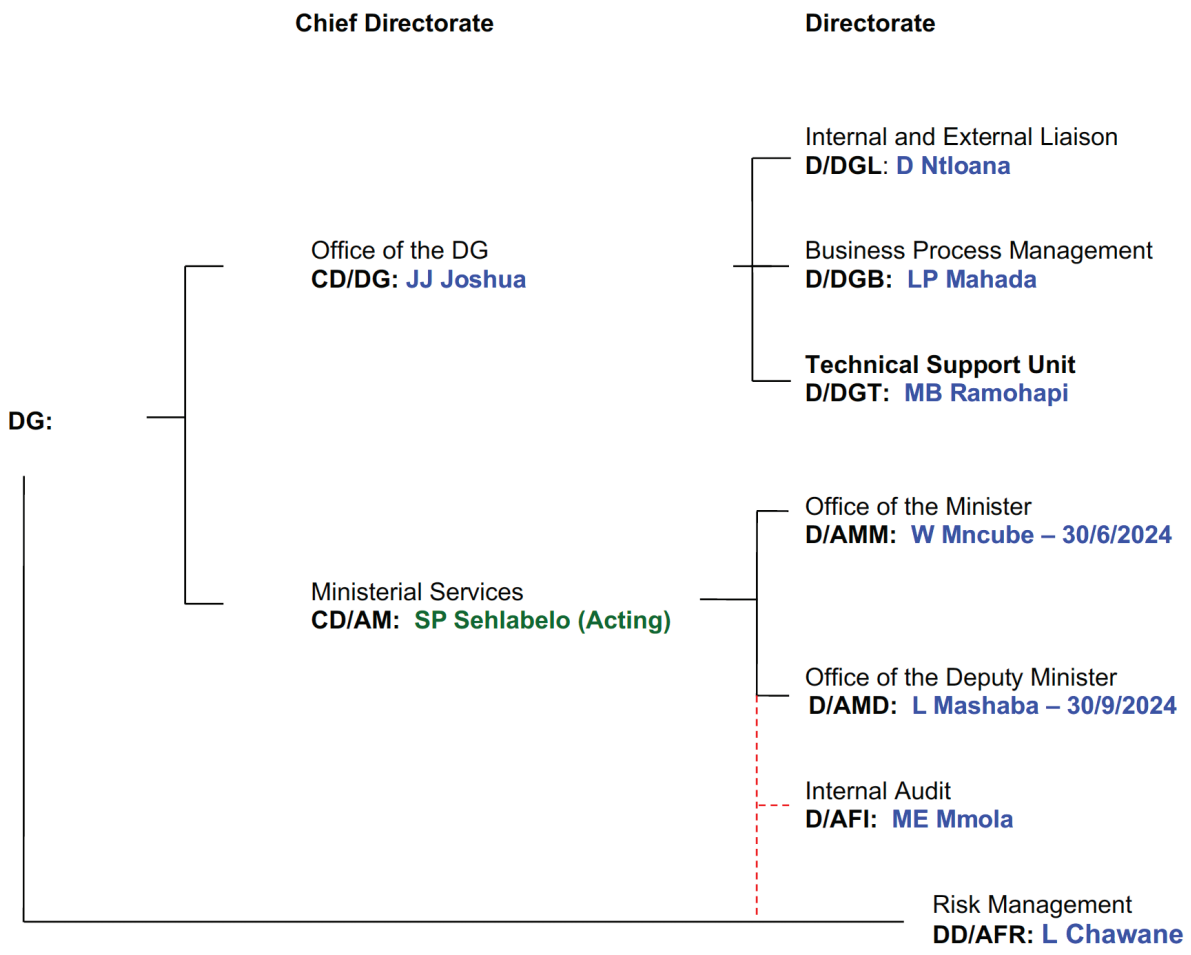


DEPARTMENT OF BASIC EDUCATION

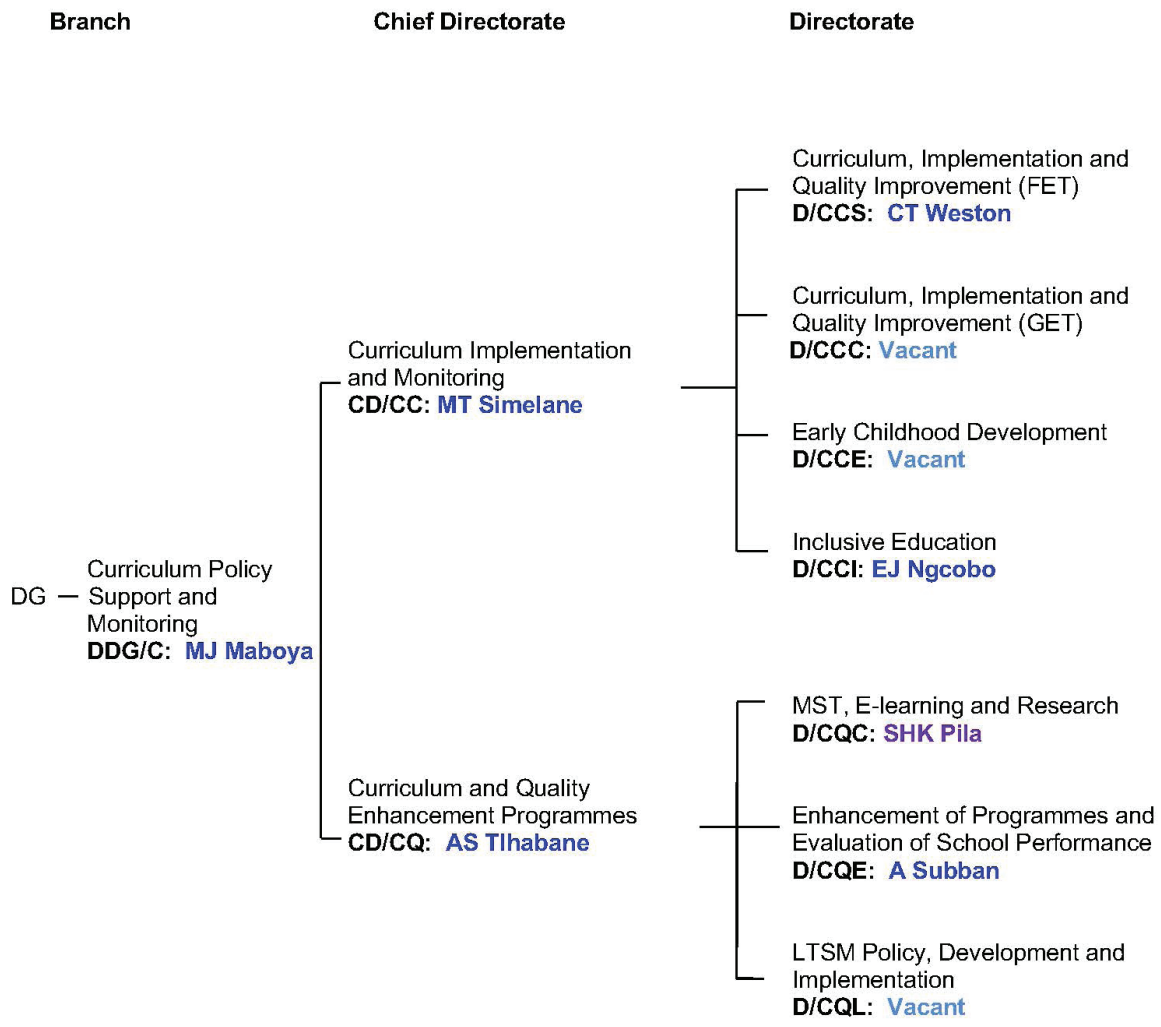
DIRECTOR-GENERAL
Mr HM Mweli

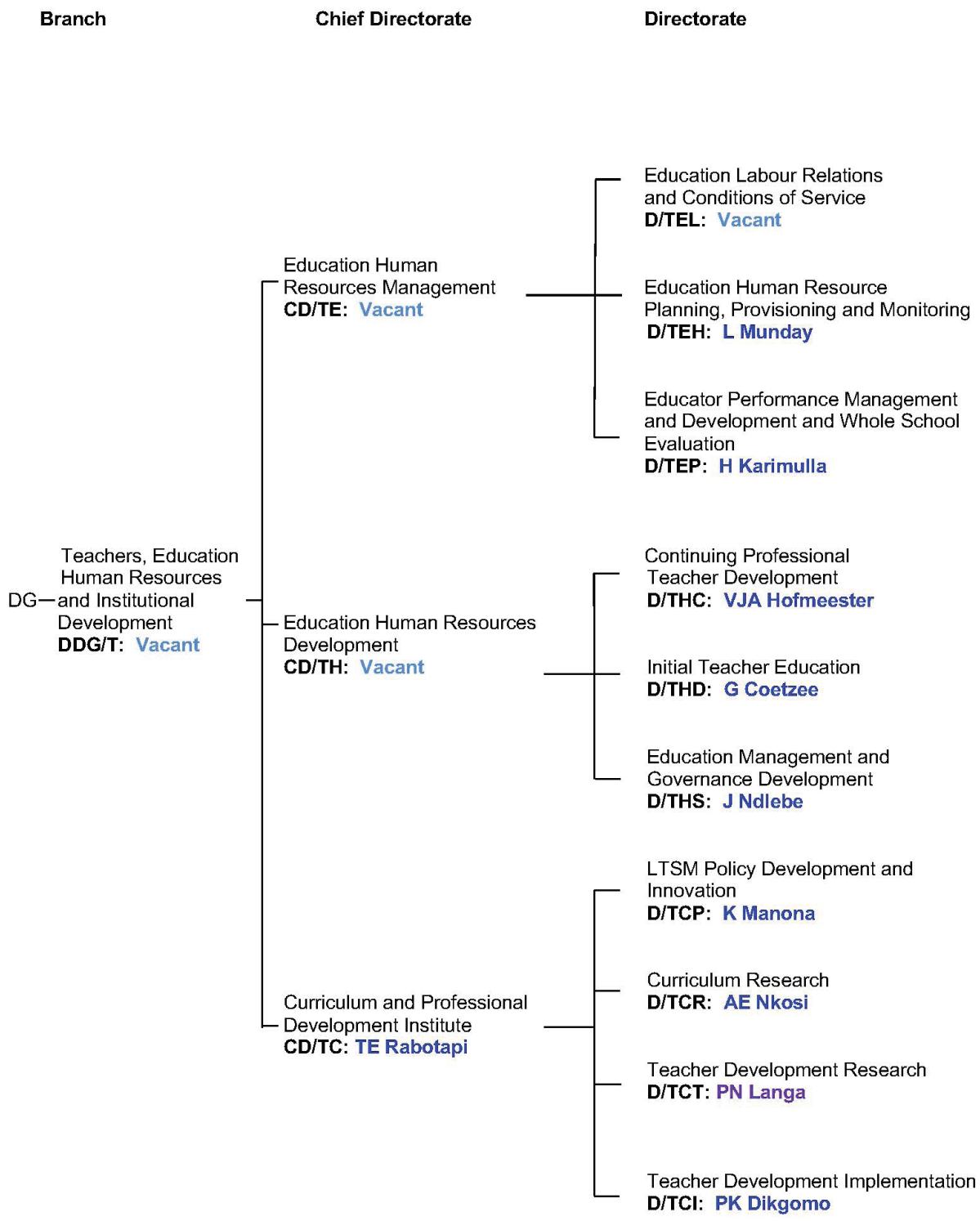
Branch	Chief Directorate	Directorate
DG	Planning and Delivery Oversight Unit **DDG/DP: S Geyer**	Planning and Implementation Support **CD/DPS: Vacant**	Provincial and District Planning and Implementation Support **D/DPSP: PM Tshabalala**
			School-Level Planning and Implementation Support **D/DPSS: MB Fuzile**
		Provincial Monitoring **CD/DPM: STE Mlambo**	School and District Incident Management and Support **D/DPMS: SP Sehlabelo**
		Planning and Implementation Support: Delivery Specialist **CD/DPS: Vacant**	
		Provincial Interventions **CD/DPI: DJ Ngobeni**	
		NEEDU **CD:DPN**	
			QLTC **D/DPQ: AT Hlakula**
	Section 100 Intervention Unit **DDG/DLP: MC Matthews – 30/6/2024** **DDG/DEC: NJ Mohlala – 30/9/2020** **CD/DEC: MB Monyokolo – 30/9/2020** **CD/DLP: Vacant**		

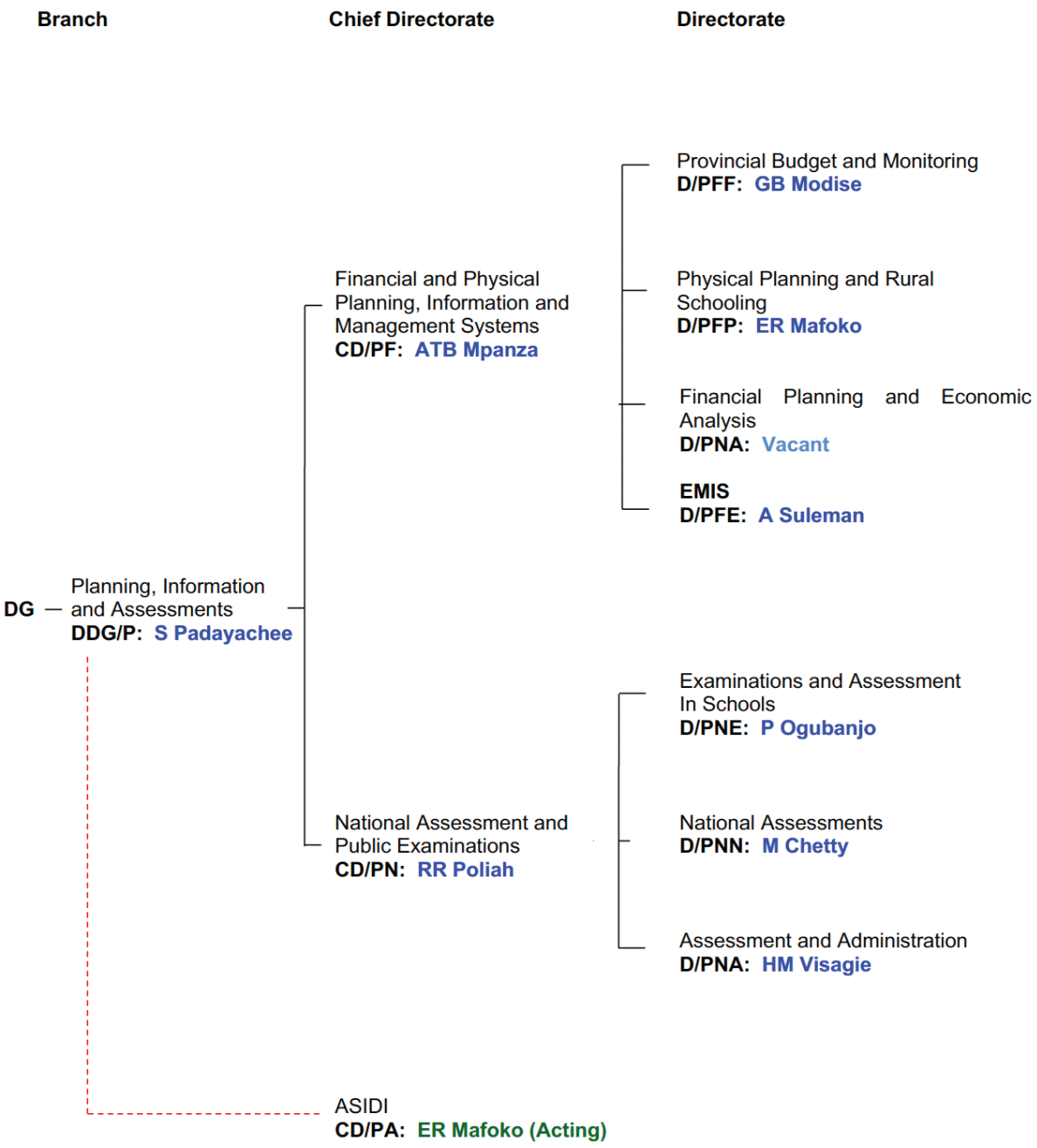
DEPARTMENT OF BASIC EDUCATION

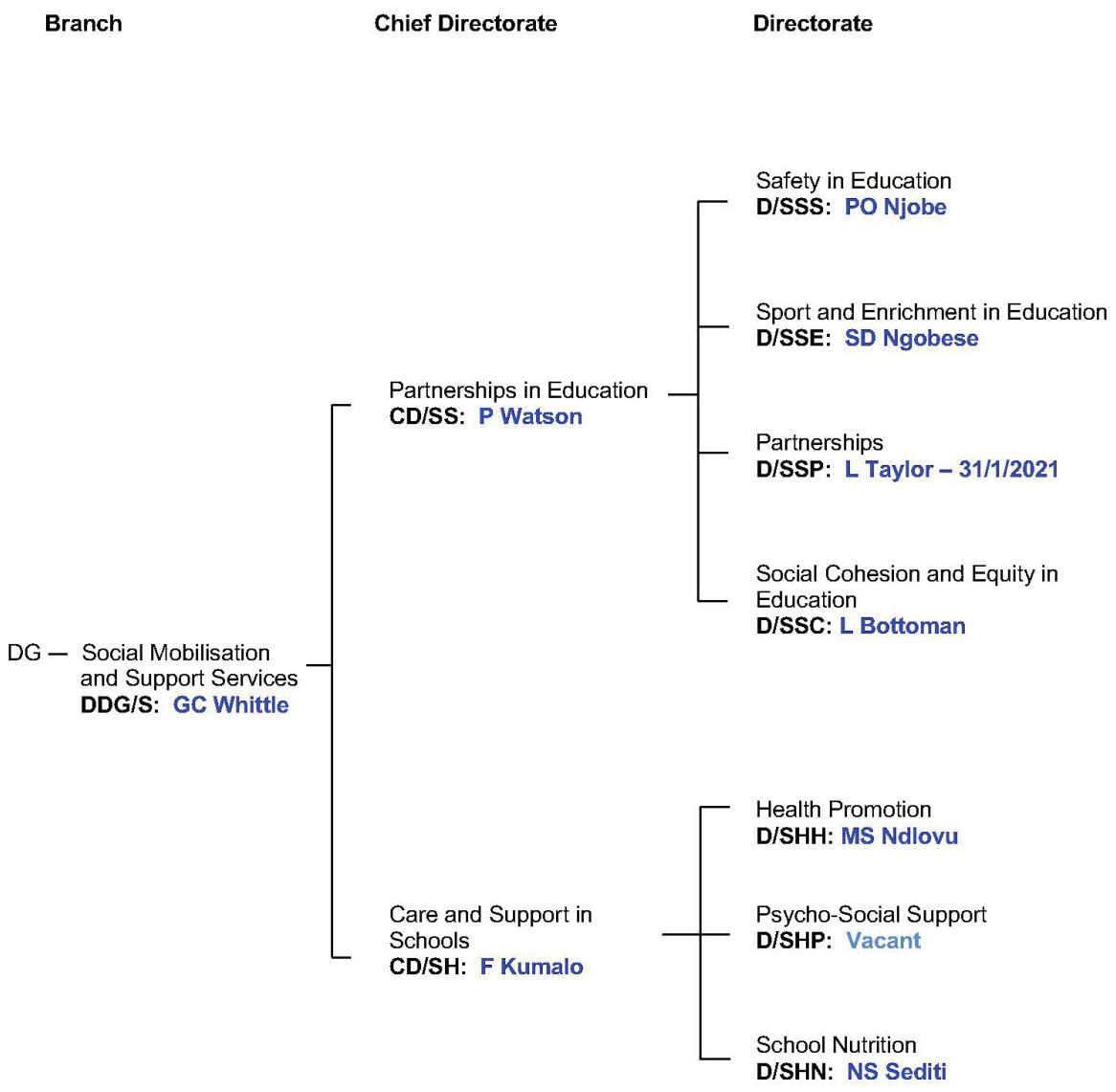


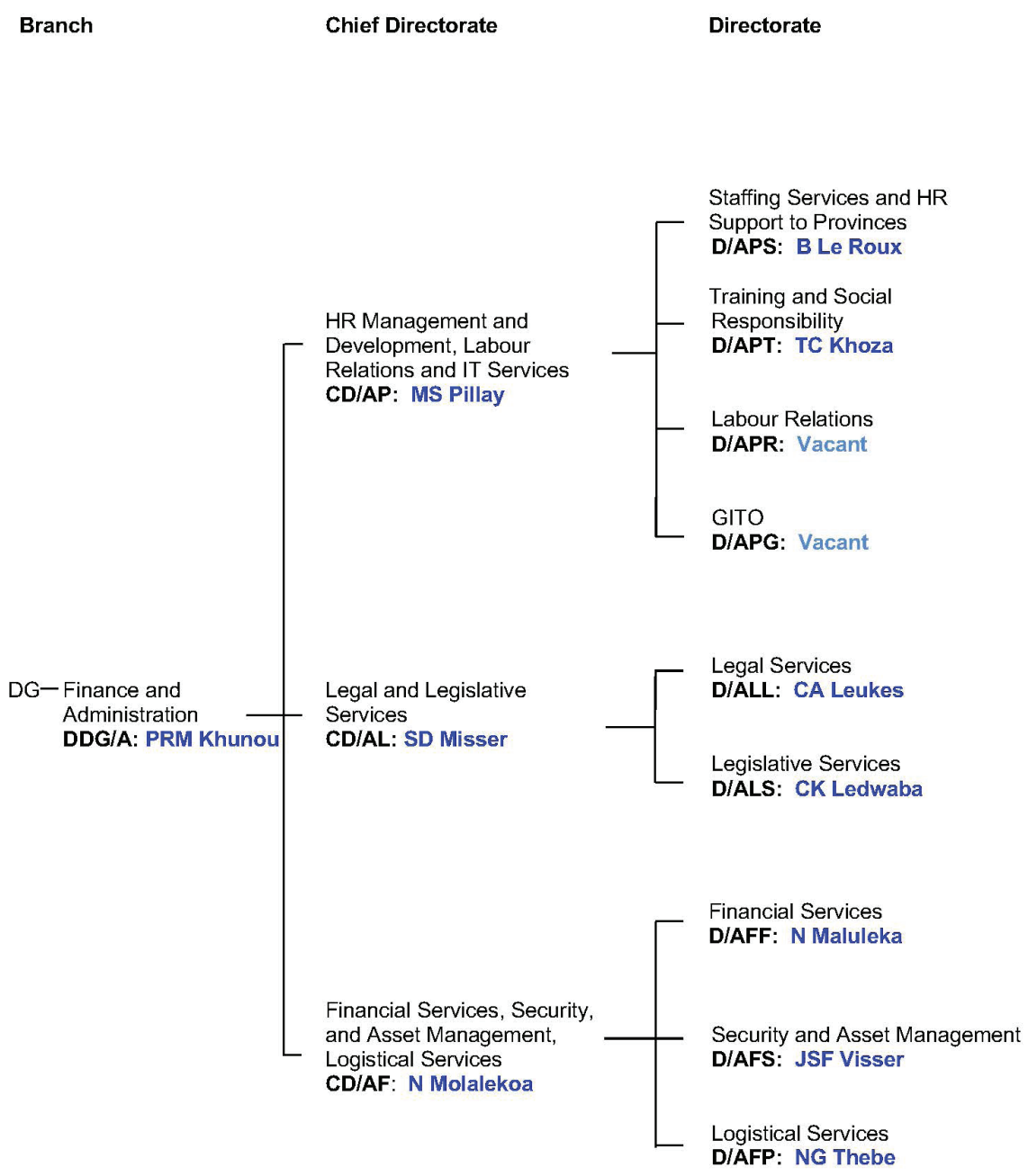
Branch	Chief Directorate	Directorate
Strategy, Research and Communication and Co-ordination and Evaluation **DDG/R: VC Carelse**	Media Liaison and National and Provincial Communication **CD/RM: E Mhlanga**	Communication and Research **D/RMC: Vacant**
		Communication, Media Liaison and Intergovernmental Relations **D/RMM: B Shabangu**
	Strategic Planning, Research **CD/RS: C Nuga Deliwe**	Strategic Planning and Reporting **D/RSS: NL Mbonambi**
		Research Co-ordination, Monitoring **D/RSR: SGS Taylor**
		Co-ordination and Secretarial Support **D/RSC: JJ Mabasa**
	International Relations and Grant Implementation, Monitoring and Reporting **CD/RG: MI Kgatjepe – 2/9/2023**	International Relations and Multilateral Affairs **D/RGI: HI Mabunda**
		UNESCO **D/RGU: C Mukwevho**
		Project Management **D/RGP: AT Nkomo**
		Donor Grant Management, Dinaledi/ Technical Secondary Schools **D/RGD: GA Macquela**


Branch
Chief Directorate
Directorate
DG
Curriculum Policy Support and Monitoring
DDG/C: MJ Maboya
Curriculum Implementation and Monitoring
CD/CC: MT Simelane
Curriculum, Implementation and Quality Improvement (FET)
D/CCS: CT Weston
Curriculum, Implementation and Quality Improvement (GET)
D/CCC: Vacant
Early Childhood Development
D/CCE: Vacant
Inclusive Education
D/CCI: EJ Ngcobo
Curriculum and Quality Enhancement Programmes
CD/CQ: AS Tlhabane
MST, E-learning and Research
D/CQC: SHK Pila
Enhancement of Programmes and Evaluation of School Performance
D/CQE: A Subban
LTSM Policy, Development and Implementation
D/CQL: Vacant


Branch
Chief Directorate
Directorate
DG
Teachers, Education Human Resources and Institutional Development
DDG/T: Vacant
Education Human Resources Management
CD/TE: Vacant
Education Labour Relations and Conditions of Service
D/TEL: Vacant
Education Human Resource Planning, Provisioning and Monitoring
D/TEH: L Munday
Educator Performance Management and Development and Whole School Evaluation
D/TEP: H Karimulla
Education Human Resources Development
CD/TH: Vacant
Continuing Professional Teacher Development
D/THC: VJA Hofmeester
Initial Teacher Education
D/THD: G Coetzee
Education Management and Governance Development
D/THS: J Ndlebe
Curriculum and Professional Development Institute
CD/TC: TE Rabotapi
LTSM Policy Development and Innovation
D/TCP: K Manona
Curriculum Research
D/TCR: AE Nkosi
Teacher Development Research
D/TCT: PN Langa
Teacher Development Implementation
D/TCI: PK Dikgomo


Branch
Chief Directorate
Directorate
DG
Planning, Information and Assessments
DDG/P: S Padayachee
Financial and Physical Planning, Information and Management Systems
CD/PF: ATB Mpanza
Provincial Budget and Monitoring
D/PFF: GB Modise
Physical Planning and Rural Schooling
D/PFP: ER Mafoko
Financial Planning and Economic Analysis
D/PNA: Vacant
EMIS
D/PFE: A Suleman
National Assessment and Public Examinations
CD/PN: RR Poliah
Examinations and Assessment In Schools
D/PNE: P Ogubanjo
National Assessments
D/PNN: M Chetty
Assessment and Administration
D/PNA: HM Visagie
ASIDI
CD/PA: ER Mafoko (Acting)


Branch
Chief Directorate
Directorate
DG
Social Mobilisation and Support Services
DDG/S: GC Whittle
Partnerships in Education
CD/SS: P Watson
Safety in Education
D/SSS: PO Njobe
Sport and Enrichment in Education
D/SSE: SD Ngobese
Partnerships
D/SSP: L Taylor – 31/1/2021
Social Cohesion and Equity in Education
D/SSC: L Bottoman
Care and Support in Schools
CD/SH: F Kumalo
Health Promotion
D/SHH: MS Ndlovu
Psycho-Social Support
D/SHP: Vacant
School Nutrition
D/SHN: NS Sediti


Branch
Chief Directorate
Directorate
DG
Finance and Administration
DDG/A: PRM Khunou
HR Management and Development, Labour Relations and IT Services
CD/AP: MS Pillay
Staffing Services and HR Support to Provinces
D/APS: B Le Roux
Training and Social Responsibility
D/APT: TC Khoza
Labour Relations
D/APR: Vacant
GITO
D/APG: Vacant
Legal and Legislative Services
CD/AL: SD Misser
Legal Services
D/ALL: CA Leukes
Legislative Services
D/ALS: CK Ledwaba
Financial Services, Security, and Asset Management, Logistical Services
CD/AF: N Molalekoa
Financial Services
D/AFF: N Maluleka
Security and Asset Management
D/AFS: JSF Visser
Logistical Services
D/AFP: NG Thebe

9. ENTITIES REPORTING TO THE MINISTER

The table below indicates the entities that report to the Minister.

Table 10. Public entities reporting to the Minister

Name of Entity	Legislative Mandate	Financial Relationship	Nature of Operations
South African Council of Educators (SACE)	Registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators.	Subsidy for Continuous Professional Training and Development	Registration of educators; professional development of educators; policy, planning and research; and, professional ethics.
Umalusi	Development and maintenance of a framework of qualifications for General and Further Education and Training: NQF Level 1–4; and for the attendant quality assurance and certification of such qualifications.	Grant	Qualifications, curriculum and certification; quality assurance of assessment, evaluation and accreditation; and, statistical information and research.

PART B: PERFORMANCE INFORMATION

1. AUDITOR-GENERAL'S REPORT: PREDETERMINED OBJECTIVES

The AGSA currently performs certain audit procedures on the performance information to provide reasonable assurance in the form of an audit conclusion. The audit conclusion on the performance against predetermined objectives is included in the report to management, with material findings being reported under the Predetermined Objectives heading in the Report on other legal and regulatory requirements section of the auditor's report.

Refer to pages 214 - 219 of the Report of the Auditor-General, published in Part E: Financial Information.

2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

2.1. Service Delivery Environment

The 2019/20 financial year marked the end of the 2014–2019 planning cycle. These five years saw the Department improving the learning outcomes through different initiatives and interventions, as confirmed in international and national assessments, including PIRLS, SEACMEQ, TIMSS and the NSC. Ongoing work on quality improvement in supporting teaching, materials provisioning and curriculum stability have contributed to these improvements, as well as the poverty mitigation programmes of no-fee schooling and the NSNP, which fed 9 275 481 children in the year under review.

Substantial progress was made with regard to access to Grade R and strengthening the entire ECD sector, and in the training of ECD practitioners. However, there is still work to be done in ensuring that all ECD practitioners have the required qualification and that all Foundation Phase learners have the required materials and resources in the context of the migration of ECD functions to the DBE.

Provision of workbooks: Delivery of Grades R–9 workbooks was completed for the 2020 academic year. A total of 60 108 295 (100%) workbooks were delivered to 23 298 (100%) schools. A total of 387 500 (100%) remedial workbooks were delivered to 915 (100%) public schools that had reported shortages of workbooks.

Braille workbooks: An order was created for printing and delivery of Grades 1–3 Mathematics Braille workbooks in African Languages. The service provider arranged with school principals to take delivery before the end of the financial year. Twenty-two special schools received Braille workbooks.

A total of 616 754 full-time candidates and 170 963 part-time candidates wrote the 2019 NSC November examinations in 6 874 examination centres, from 23 October to 28 November 2019. There was a significant reduction in administrative errors/omissions as well as behavioural offences and acts of dishonesty in the 2019 NSC examination. However, there were challenges relating to the late start of examinations in some PEDs due to problems with packaging of question papers. There were no serious irregularities that could have compromised the integrity and credibility of the examinations.

As in previous years, the DBE developed a set of standardised indicators in collaboration with the PEDs, the Programme Performance Measures (PPMs), to strengthen the alignment of sector targets to the Medium-Term Strategic Framework (MTSF) and uniformity in delivery and provision across PEDs in support of national development goals. Provinces were urged to adopt these in their plans and did so to varying degrees depending on their unique circumstances.

2.2. Service Delivery Improvement Plan

The Department has a Service Delivery Improvement Plan (SDIP) in place which focuses on certification in relation to the NSC – an important qualification which is essential in the world of work and post-school study. The DBE receives and processes the applications from the applicants and hands over the application forms to Umalusi for the issuing of Matric certificates. The DBE issues the statement of results immediately to the applicant while waiting for the certificate to be re-issued so that a record is available for use. However, there is an administrative process with regard to the issuing of a certificate with roles and responsibilities assigned as follows, from application to collection.

Table 11. Process map and responsibility

Roles of DBE in certification	Roles of Umalusi in certification
Application process for re-issue	Receives certification request in the form of the dataset with required documentation
Combination of subject results (different exam sittings)	Verifies candidate and results
Certification request (dataset) submitted to Umalusi for processing	Approves the re-issue based on verification
Printed certificates are collected from Umalusi	Prints the certificate
Distribution and filing of printed certificates to candidates	Informs DBE of readiness to collect
Verification of SC and NSC qualification	
Issuing of Statement of Results	

Although the Minister of Basic Education is responsible for the certification function, the DBE has legislation, policies, regulations and guidelines in place that are used to manage and implement the certification mandate. The DBE works in collaboration with Umalusi Council for Quality Assurance in General and Further Education and Training, on certification of qualifications or combinations of subjects into qualifications for purposes of certification. Umalusi has been responsible for the replacement of the Senior Certificate and National Senior Certificate as from September 1992. Applications for lost or replacement certificates must, however, be made at any Department of Education and not directly with Umalusi.

Umalusi verifies certificates issued for the following qualifications: Matriculation qualifications (the Amended Senior Certificate, ASC, and the National Senior Certificate, NSC); Vocational qualifications (National Technical Certificate N3 and National Certificate Vocational (NCV)); and Adult Education and Training qualification, including the General Education and Training Certificate for Adults (GETC: ABET). Umalusi has records of all learner achievements from November 1992 to date. All certificates issued before November 1992 must be verified by the DBE (schooling qualifications) or the Department of Higher Education and Training (vocational and adult qualifications) as appropriate.

For Umalusi to certify a qualification, the qualification must be registered on the General and Further Education and Training Qualifications Framework, which is a sub-framework of the National Qualification Framework. Further, the assessment of the qualifications must be nationally conducted, either by the state or by an assessment body accredited by Umalusi, and the provider of tuition for the qualification must be either a public provider or a private provider accredited by Umalusi. The process of certifying the November NSC results takes place in the new year after the re-marking and re-checking processes are completed. At that point, the datasets are finalised by the respective assessment bodies and sent for certification. Bulk certification traditionally takes place in April and May of each year. Certification of supplementary examinations traditionally takes place in July/August.

Umalusi issues certificates for full qualifications as well as subject certificates/ statements for candidates who have passed subjects but have not yet qualified for the full certificate. Candidates may apply to have two or more of their subject certificates/ statements combined into a full qualification if their results conform to the qualification requirements.

The DBE's Certification Unit operates within two seasons (peak and off-peak seasons). The peak seasons are January–February and July–August after the NSC and SC results are released. Queries are frequent, hence the service delivery pressure associated with certification. In addition, there are many HEIs located in Pretoria and Johannesburg and the DBE is ideally located for application and collection of a statement of results, lost/ duplicate certificate or combination of results from many examination sittings.

Based on the Department of Public Service and Administration (DPSA) evaluation in February 2020, the turnaround time that the clients wait for the final output, which is the issuing of replacement or duplicate certificates or certificates from a combination of results from different sittings, has not improved to the required standard of two weeks. This necessitates having a Service Level Agreement in place with Umalusi to improve the turnaround times.

The tables below highlight the service delivery plan and the achievements to date. The DBE, in recognising the span of control of the different bodies, has undertaken to develop indicators for the DBE only, for each of the process stages associated with the application-to-issuing process and has written to Umalusi to identify opportunities to improve the checking and certification of qualification processes. In addition, the DBE will work with Umalusi to outline the process map and to develop an investigation of various cohorts of applications, quantifying average and total service delivery times, including strengths, weaknesses and opportunities for delivery improvements in the application-to-certification value chain.

Table 12. Main services and standards

Main services	Beneficiaries	Current/ actual standard of service	Desired standard of service	Actual achievement in 2019/20
Issue replacement/ duplicate and combination certificates	Former matriculants; employment institutions	Turnaround time for the replacement of certificates at the beginning of 2019/20 is three weeks	Turnaround time reduced to two weeks for all applications	Turnaround time is two weeks for 50% of the applications
Statement of results	Former matriculants	Issued within two hours to 95% of the applicants	Issued to all applicants within two hours of the application being received/ Immediately	2 573 applications were received and all 2 573 applications were processed immediately

Table 13. Minimum requirements for Certification

Application	Required documents per application
Replacement of certificate	• Minimum pass requirements of National Senior Certificate (NSC), Senior Certificate (SC) and Senior Certificate • Certified copy of Identity Document • Affidavit from Commissioner • Payment
Statement of Results	• Minimum pass requirements of NSC, SC • Certified copy of Identity Document • Payment
Combination of Results	• Minimum pass requirements of NSC, SC • Certified copy of Identity Document • Payment

The table below indicates how the Department communicates with its clients and how applicants can apply for certificates.

Table 14. Batho Pele arrangements with beneficiaries

Current/ actual arrangements	Desired arrangements	Actual achievements
Turnaround time for the replacement of certificates at the beginning of 2017/18 was three weeks	Turnaround time reduced to two weeks	Turnaround time in 2019/20 is two weeks in 50% of the applications
The Department communicates with clients via email, post and telephone Certification@dbe.gov.za Toll-free line 0800 202 933 Certification Call Centre: 012 357 4511/12/13/16 Private Bag X895, PRETORIA, 0001	Online application SMS facility to communicate immediately Suggestion box at the Certification Unit centre	Online application has been established and is functional The system is being enhanced to provide an online application and SMS facility Suggestion box at the entrance of Certification Unit has been set up
Clients can access the service through walk-ins at: Sol Plaatje House Public Certification 222 Struben Street Pretoria 0001	Online application	Online application is functional

Table 15. Certificate application process (2)

Action	Received	Processed	Comments
Application received for certificates	13 276		
Certificate requested from Umalusi		11 413	1 863 could not be processed because the subject results of these candidates were not certified by Umalusi by the end of the financial year
Certificate issued by Umalusi	11 005	11 005	408 certificate requests were rejected by Umalusi due to data queries
Verification requested	7 922	7 430	492 were processed in the following financial year
Statement of results processed	2 573	2 573	2 573

The applicants may call the toll-free number or telephone numbers provided if they are dissatisfied with the service.

Table 16. Complaints mechanism

Current/ actual complaints mechanism	Desired complaints mechanism	Actual achievements
Response to complaints via letters/ email to the Director-General and the Minister through the DBE Hotline Complaints are monitored by the Director-General	Response to complaints via letters/ email Complaints are monitored	Response to complaints via letters/ email Complaints were monitored
Toll-free line: 0800 202 933 Certification Call Centre: 012 357 4511/12/13/16	Toll-free line: 0800 202 933 Certification Call Centre: 012 357 4511/12/13/16	Toll-free line: 0800 202 933 Certification Call Centre: 012 357 4511/12/13/16

2.3. Organisational environment

During the course of the year, the Department prioritised filling vacancies. The following key SMS posts were filled:

- Deputy Director-General: Teachers, Education Human Resources and Institutional Development;
- Chief Director: Office of the Director-General;
- Director: CPTD;
- Director: Staffing Services and HR Support to Provinces;
- Director: Inclusive Education;
- Director: Health Promotion;
- Director: Strategic Planning;
- Director: QLTC;
- Director: MST and E-Learning;
- Director: Business Processes and Parliamentary Questions; and
- Director: Educator Performance and Development and Whole School Evaluation.

These appointments will help to ensure adequate human resources for the attainment of the outcomes in the *Action Plan to 2024: Towards the Realisation of Schooling 2030*.

In terms of addressing gender equity at Senior Management Service level, the DBE has a ratio of 35% female appointments to 65% male appointments. At Middle Management Service (MMS) level, the staff complement has attained 54% women of all racial groups and 46% are males of all racial groups. However, the overall ratio in the Department is 58% female to 42% male staff. In this regard, the Department has exceeded the 50:50 ratio. The Department Recruitment Policy has been revised to require equity statistics to be reported on at the interviews as well as in the submissions to the Minister and Director-General. The achievement of the 50% female target at SMS level is difficult as there are insufficient male retirements to allow for females to move into more posts. The Department continues pursuing the resolution of this problem through the policy of succession planning. Capable females from the MMS echelon are given every opportunity to equip themselves with the skills and competencies required for SMS positions. The Department arranges courses to create proficiency in various identified areas.

To address competency skills gaps, 196 employees attended skills development and training programmes as well as the compulsory induction programme during the year. This is an ongoing process which is dependent on quarterly and annual PMDS evaluations and assessments. The Department also prepared a comprehensive questionnaire for its database to gauge the success of courses attended.

The DBE has revised the PMDS policy which was approved in October 2018 and this is being implemented and reviewed by the Department. Assessments and moderation thereof take place twice every year. Performance is monitored with the Director-General instructing Branch Heads to report on poor performance. The DBE submits the report of poor performance to the DPSA.

The Department provides a comprehensive health and wellness programme which is well received by the staff. Employee health and wellness campaigns and financial management campaigns were held, with the following results:

- 13 and 14 June 2019 – 62 officials participated in the campaign;
- 11 and 12 September 2019 – 415 officials participated in the campaign;
- 11 and 12 December 2019 – 200 officials participated in the campaign; and
- 13 and 14 February 2020 – 79 officials participated in the campaign.

To ensure the wellness of employees, the DBE arranged for the following tests to be administered:

- HIV test;
- Blood pressure;
- Blood sugar level;
- Cholesterol; and
- Body mass index (mass, height and waist circumference).

Medical practitioners (optometrist, dentist, audiologist, dietician, physiotherapist and podiatrist) were available to staff.

The following services were provided by the DBE through the Training and Social Responsibility unit:

- 30 counselling sessions;
- 15 officials referred for psychological services;
- Three rehabilitation sessions;
- Counselling for officials diagnosed as HIV-positive; and
- Counselling for one member injured on duty.

Twenty-nine officials received financial wellness assistance from the following financial services providers: Old Mutual, AVBOB and Sanlam.

2.4. Key policy developments and legislative changes

Basic Education Laws Amendment Bill, 2017 (BELA Bill)

The BELA Bill seeks to amend the South African Schools Act, Act 84 of 1996 (SASA) and the Employment of Educators Act, Act 84 of 1996 (EEA) to make technical and substantive adjustments, to clarify certain existing provisions and to insert provisions to cover matters not provided for in existing legislation. The BELA Bill, among others, provides for compulsory school attendance from Grade R instead of from Grade 1.

The BELA Bill was published in the *Government Gazette* on 13 October 2017 to call for comments. The DBE received approximately 5 000 submissions from the general public and education stakeholders. On 19 February 2018, a task team consisting of representatives of the DBE and three (3) of the PEDs started the process of perusing the submissions and incorporating constructive comments into amendments to the Bill. The task team completed the consolidation of the inputs. As part of the consultation process, the DBE had extended consultations with stakeholders such as teacher unions, school governing body associations and home schooling associations. The DBE is currently consulting with the National Economic Development and Labour Council (NEDLAC).

Secondary Legislation

Regulations Pertaining to Hostel Accommodation in Special Schools.

- Draft regulations pertaining to conditions in special school hostels were drafted in terms on section 61(i) of the SASA.
- The Draft regulations are being finalised, after which they will be published for public comment. These regulations will apply to all hostel accommodation relating to public special schools for learners with special educational needs.
- The regulations serve the following purposes:
    - to regulate administration and management, admission of learners, resource allocation and disciplinary procedures in public special school hostels;
    - to ensure provision of resources and management of hostel accommodation;
    - to provide for the core elements of an enabling environment for hostel accommodation;
    - to enable PEDs to effectively control and manage the costs of provision and to facilitate efficient use of resources in hostel accommodation;
    - to provide for standards as well as a system for monitoring and evaluating hostel accommodation;
    - to enable school governing bodies to regulate their own internal activities or programmes for learners in hostels; and
    - to provide for safety standards in hostel accommodation.

Draft amendments to the Regulations relating to Minimum Uniform Norms and Standards for Public School Infrastructure.

- Regulation 19(1) of the Regulations relating to Minimum Uniform Norms and Standards for Public School Infrastructure states the following: "the Department of Basic Education must periodically review the norms and standards contained in these regulations to ensure that these norms and standards remain current and serve the needs of the teaching and learning process."
- The intended amendments to this regulation are to specifically comply with the above provision of the regulation and court judgments.
- The regulations are still being drafted.

Policy Developments

The Admission Policy for Ordinary Public Schools

The Admission Policy for Ordinary Public Schools has been reviewed for the following reasons:

- There had been challenges relating to the administration of the admission of undocumented learners to the school system;
- There is a need to align the policy with new legislative and policy developments; and
- The existing Admission Policy does not deal adequately with the admission of foreign undocumented learners.

A draft amended Admission Policy is being finalised.

3. STRATEGIC OUTCOME-ORIENTED GOALS

The Department has been reporting on the following six Medium-Term Strategic Framework (MTSF) outputs from 2014–2019:

- Output 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers;
- Output 2: Improved quality of teaching and learning through provision of quality infrastructure and Learning and Teaching Support Material (LTSM);
- Output 3: Improving assessment for learning to ensure quality and efficiency in academic achievement;
- Output 4: Improved Grade R and planning for extension of ECD;
- Output 5: Strengthening accountability and improving management at school, community and district level; and
- Output 6: Partnerships for Education Reform and Improved Quality.

3.1. Improved quality of teaching and learning through development, supply and effective utilisation of teachers

The quality of the South African education system depends on the expertise (understanding of the curriculum, content knowledge and teaching skills) and commitment of its teachers. The NDP identifies a four-pronged strategy to ensure an adequate number of dedicated, skilled teachers: (1) Produce, through universities and other systems, more and better-qualified teachers; (2) Develop in-service training strategies and support systems that will continually develop the skills of teachers; (3) Cooperate with professional bodies and teacher unions to enhance member expertise and commitment; and (4) Ensure an appropriate pay structure which also rewards good teachers.

Teacher Development, Supply and Utilisation

Funza Lushaka Bursary Awards

The Funza Lushaka Bursary allocation from National Treasury for 2019/20 was R1 224 271 000 which translated into a target of 13 000 bursaries that could be awarded to students in the financial year. A total of 12 954 Funza Lushaka bursaries were awarded for Initial Teacher Education by 31 March 2020.

Placement of Funza Lushaka Graduates in schools

81% of graduates (3 594 of 4 418) eligible for placement were placed in schools within six months of completion of their studies during the 2019 academic year.

Young and qualified educators aged 30 and below

A total of 17 766 young and qualified educators were appointed in posts in the PEDs during 2019/20 of which 3 449 were permanent, 10 360 were temporary and 3 957 were substitute/ relief appointments.

Professional Learning Communities (PLCs)

Functional PLCs were established for Mathematics, Physical Sciences, Accounting, Business Studies and Geography in the focus circuits in KwaZulu-Natal. Eastern Cape focused on strengthening PLCs for Life Sciences, Agriculture, Tourism, Life Orientation, Mathematics and English. Motheo Circuit in the Free State focused on Inclusive Education and School Management Teams. In the Northern Cape, PLCs for Foundation Phase educators were formed for sharing of best practices and empowerment on curriculum management. Less success is evident in Gauteng where circuit managers believe that subject advisors are responsible for Professional Learning Communities.

Teaching and Learning International Survey (TALIS)

A comparative analysis of the Teaching and Learning International Survey (TALIS) study and the views of teachers on Teacher Development programmes was done. No Teacher Development programme was evaluated by the Department in 2019/20. However, the ToR were finalised for the appointment of the Service Provider to develop a generic impact assessment tool. The

NECT developed tools for GET programmes' impact, and a draft impact assessment tool for the assessment of the Mathematics 1+4 intervention model was finalised.

Teacher Union Collaboration Project

The Primary School Reading Improvement Programme (PSRIP) lead teacher training was conducted on 24–26 January 2020 in three provinces, namely Limpopo (67), KwaZulu-Natal (83) and Eastern Cape (65) and produced 215 lead teachers. Lead teachers conducted the roll-out teacher training in their districts.

Table 17. Number of teachers trained per province, per teacher union

Teacher Union	Eastern Cape		KwaZulu-Natal		Limpopo		Total
	FP	IP	FP	IP	FP	IP	
NATU	0	0	331	291	26	19	
	Total	0	Total	622	Total	45	**667**
NAPTOSA	163	119	147	110	167	140	
	Total	282	Total	257	Total	307	**868**
PEU	0	0	155	137	177	169	
	Total	0	Total	292	Total	346	**638**
SADTU	260	341	342	407	268	340	
	Total	601	Total	749	Total	608	**1958**
SAOU	453	347	34	42	0	0	
	Total	800	Total	76	Total	0	**876**
DBE	30	35	42	41	37	30	
	Total	65	Total	83	Total	67	**215**
TOTALS	**906**	**842**	**1051**	**1028**	**675**	**698**	
	Total	**1748**	**Total**	**2079**	**Total**	**1373**	**5190**

3.2. Improved quality of teaching and learning through provision of quality infrastructure and Learning and Teaching Support Material (LTSM)

School infrastructure is important in supporting education and to create an atmosphere for learning. Both hard (e.g. school buildings, desks, sanitation) and soft (e.g. books, computers) infrastructure are important in providing enabling conditions for learning. Reading material is essential for increasing learning directly. Quality reading material, if used effectively, can enhance the effectiveness of teachers in the classroom along with effective ICT infrastructure.

School Infrastructure

Accelerated School Infrastructure Delivery Initiative (ASIDI)

Replacement of Inappropriate Structures: The programme completed 26 schools in the 2019/20 financial year. Since its inception, a total of 241 schools have reached practical completion.

Sanitation: The programme provided 103 schools with sanitation facilities. 877 schools have been provided with sanitation since the inception of the ASIDI programme.

Water: 89 schools were provided with safe drinking water (1 010 projects completed since inception).

Sanitation Appropriate for Education (SAFE)

Since the launch of the SAFE initiative by the President, 392 schools have been provided with appropriate sanitation.

Provision of workbooks

Delivery of Grades R–9 workbooks has been completed. A total of 60 108 295 (100%) have been delivered to 23 298 (100%) schools. A total of 387 500 (100%) remedial workbooks have been delivered to 915 (100%) public schools which had reported shortages of workbooks.

Information and Communication Technology (ICT)

827 schools (Eastern Cape: 130, Free State: 72, Gauteng: 21, KwaZulu-Natal: 171, Limpopo: 0, Mpumalanga: 136, Northern Cape: 147, North West: 100 and Western Cape: 50) were supplied with ICT resources such as laptops, tablets and software for the Mathematics, Science and Technology curriculum to support curriculum and teaching methodology at FET level.

3.3. Improving assessment for learning to ensure quality and efficiency in academic achievement

There should be a consistent measurement of progress to assess improvement in learning outcomes.

National Senior Certificate Bachelor-Level Passes

The number of youths qualifying for entry into a Bachelor's programme at a university has increased from around 100 000 in 1994 to around 160 000 in recent years and 36.9% (186 058 out of 504 303) in 2019. This is a 3.6% increase in Bachelors-level passes per year. These figures are from the public examination system only and exclude the approximately 10 000 a year Bachelors-level passes emerging from the Independent Examinations Board (IEB) system.

Systemic Evaluation

In partnership with the Australian Council for Education Research (ACER), the Systemic Evaluation Learner, Teacher, Principal, Parent and District contextual questionnaires were refined at a special General Education and Training (GET) Task Team meeting. The contextual questionnaires were piloted in two provinces (Free State and Gauteng). The pilot process was concluded by mid-April 2019.

A draft theoretical framework for the Systemic Evaluation was formulated by ACER in consultation with the task team. The theoretical framework conceptualised how the sub-systems in the evaluation will link to the research questions and the policy goals of the Department.

3.4. Improved Grade R and planning for extension of ECD

The NDP indicates that Early Childhood Development and universal access to two years of ECD are critical to ensuring that children reach their full potential. Basic education, comprising ECD (for children age 0 to 4) and school education (starting with Grade R at age 5 up to Grade 12), forms the bedrock of the education system.

The DBE works with a number of stakeholders and partners to improve teaching and learning. The DBE convened the Basic Education Sector Lekgotla from 15–17 January 2020, under the theme 'Equipping Learners with Knowledge and Skills for a Changing World'. The third day of the Basic Education Lekgotla was dedicated to an ECD Roundtable to discuss the function shift of ECD from DSD to DBE. The delegates participated in eight ECD Action Hubs. The Action Hubs focused on each of the strategic action areas in the ECD Framework and officials provided input into each of these eight areas. The Lekgotla was attended by officials from the PEDs, partners from labour and civil society, as well as colleagues from the DSD and the DoH.

The DBE, in collaboration with the DSD, established the workstreams to focus on specific areas of service delivery. The DBE has also contracted the Government Technical Advisory Centre (GTAC) to support the function shift process and completed the diagnostic report on the ECD function shift.

3.5. Strengthening accountability and improving management at school, community and district level

The DBE presides over concurrent competences with a large number of institutions (provinces, districts and schools). To ensure quality basic education, the DBE plays a vital oversight role while providing greater guidance and support to these institutions.

In 2019, 69.8% of learners nationally were funded at the national per learner allocation target amount. Some PEDs are still not funding their no-fee schools at the nationally determined target amounts.

The following PEDs funded all their no-fee learners at 100% of the no-fee threshold: Eastern Cape, Free State, Gauteng, Limpopo, North West and Western Cape.

The following PEDs are funding no-fee learners below the national target amounts:

- KwaZulu-Natal (funding their no-fee learners at 69% of the no-fee threshold);
- Mpumalanga (funding their no-fee learners at 96% of the no-fee threshold); and
- Northern Cape (funding their no-fee learners at 82% of the no-fee threshold).

3.6. Partnerships for Education Reform and Improved Quality

The DBE works with several stakeholders and partners to improve teaching and learning.

Facilitation of Partnerships on Literacy Intervention

In support of the 1 000 School Libraries Provision and Read to Lead Campaign, the following organisations contributed to the literacy intervention campaign: New Africa Education Foundation with its various partners, Siyafunda Donate-a-Book and the Web Foundation, and the AVBOB Foundation.

To support reading in communities, the DBE, in collaboration with NECT, organised a Reading Clubs Competition (RCC) meeting that took place on 25 June 2019. The RCC project has been institutionalised. Advocacy of the RCC was done at the Steering Committee meeting facilitated by NECT at Park Inn Hotel in Sandton on 15 July 2019. Among other stakeholders present were traditional leaders. Advocacy of the RCC competition was also done at the Johannesburg Central District, the Old Soweto College, facilitated by the Gauteng Library Services as requested by the NECT on 12 August 2019. Among other attendees were the local circuits and Library Services officials.

District Development Model

The implementation of the District Development Model (as proposed by the President) emphasises the need for the alignment of education districts to municipal districts. This is a government plan to streamline services, avoid duplications and ensure collaboration in planning, budgeting and implementation, monitoring and support to deliver services to communities. An update report on the District Development process since the pilot phase was developed. Workshops were conducted in 44 districts out of 75 (almost 60%) and individual district reports and District Development Plans were produced.

4. PERFORMANCE INFORMATION BY PROGRAMME

4.1. PROGRAMME 1: ADMINISTRATION

4.1.1. PURPOSE

The purpose of Programme 1 is to provide strategic leadership, management and support services to the Department.

4.1.2. LIST OF SUB-PROGRAMMES

Ministry; Department Management; Corporate Services; Office of the Chief Financial Officer; Internal Audit and Risk Management; and, Legal and Legislative Services.

4.1.3. STRATEGIC OBJECTIVES

To improve the administrative and governance systems through compliance to the key legislations governing administration, in order to support the delivery of education and to strengthen accountability.

4.1.4. PROGRAMME OVERVIEW

The Programme: Administration is responsible for managing the Department through the provision of strategic and administrative support services. The Department contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning. Vacancy management, human resources development and performance management have been prioritised to increase the efficiency and capacity of the Department to deliver its mandate in terms of delivery of services to the public and the professional development of staff. Key processes are continuously strengthened to support the Department in respect of administrative procedures and systems.

4.1.5. PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

STRATEGIC PLANNING, RESEARCH MONITORING AND COORDINATION

Research, Coordination, Monitoring and Evaluation

The Reading Support Project (RSP): The First Early Grade Reading Study (EGRS I) in North West was extended and the scaled-up implementation is now known as the RSP. The RSP is implemented in 260 schools in the Ngaka Modiri Molema and Dr Kenneth Kaunda District in 2019 and 2020 as per the Cabinet-approved Improvement Plan for EGRS I. Both the implementation and evaluation of RSP is funded by the United States Agency for International Development (USAID).

During the implementation period, all the schools participating in the RSP received a structured learning programme for both Setswana Home Language and English First Additional Language (EFAL) across Grade 1 to 3. This was accompanied by a comprehensive LTSM package consisting of lesson plans, graded readers, posters and Big Books for both languages, as well as teacher training per grade. An additional 140 schools allocated for on-site literacy specialist coaching received their first coaching visits.

As part of the project, a Reference Group, consisting of the service providers responsible for materials development (of the Molteno Institute for Language and Literacy and Oxford University Press) and subject advisors supporting both EFAL and Setswana, was established. The purpose of the group is to quality assure the materials developed before printing and distribution to teachers. The group meets four times a year and reviews the lesson plans for each grade and language a term in advance.

During the financial year under review, the Reference Group met successfully and provided substantive feedback on the lesson plans, which was incorporated into the lesson plans. The last meeting was held in Lichtenburg, North West on 6 March 2020 to review Term 2 lesson plans to be utilised by teachers in the RSP schools.

As part of the preparations for teacher training, the 14 literacy coaches and two head coaches are trained on the materials,

as well as how to support teachers in the upcoming term. The training took place in Lichtenburg, North West over three days, with day 1 focusing on EFAL training, day 2 focusing on Setswana and day 3 serving as a dry run of teacher training. The dry run serves as a feedback opportunity for coaches as they present their teacher training sessions in advance. Molteno, Oxford, subject advisors and the DBE, as well as the project funder (USAID), were given opportunities to provide feedback. The RSP coach training took place as follows:

- Term 3 2019 RSP coach training: 1–3 July 2019;
- Term 4 2019 RSP coach training: 25–27 September 2019;
- Term 1 2020 RSP coach training: 8–10 January 2020.

During 2019, teacher training took place successfully with attendance improving with each term. The teacher training activities took place as follows:

- One-day training: Term 1 training took place for one day per grade from 1–8 February 2019 and the same training was repeated in Term 4 from 30 September to 2 October 2019.
- Residential teacher training: Term 2 training took place over two days per grade from 9–16 April 2019 and Term 3 training from 8–16 July 2019.

During 2020, training took place as follows:

- Residential teacher training: Term 1 teacher training took place successfully from 20–28 January 2020 for two days per Grade.

Khulisa Management Services was contracted for the evaluation side of the RSP. During the financial year under review, substantial evaluation activities took place as follows.

Design and formative implementation evaluation: The evaluation aims to support USAID and the DBE in comparing the design of the interventions and uses expert opinion to assess the appropriateness of the intervention design. The evaluation further examines the extent to which the RSP is being implemented with fidelity, with a particular focus on whether it is being implemented in line with its predecessor programme, the Early Grade Reading Study (EGRS).

During the financial year, Khulisa conducted data collection in 60 schools across the RSP schools from 7–18 October 2019. In addition to interviews with the school principals and SMT members, teacher surveys and classroom observations were conducted for up to two teachers in Grade 2 and Grade 3 for both EFAL and Setswana. Provincial data collection was conducted from 21–25 October 2019. This entailed interviewing key officials and subject advisors who have been actively involved in EGRS activities. Using programme documents and specifications from both EGRS and RSP, the design evaluation and report was finalised. The draft report was submitted on 18 November 2019, followed by a debrief meeting on 4 December 2019 at the USAID offices and subsequent finalisation of the report. The main aim of this meeting was to provide an overview of what the evaluation consists of and to highlight the main findings/ recommendations. The Foundation for Professional Development (FPD), as the implementing service provider, has developed an improvement plan for implementation from 2020 to improve fidelity and respond to recommendations.

Finally, a Cost and Time analysis report was submitted to assess the implementation and monitoring of RSP in 2019. It is anticipated that the report will be finalised in April 2020.

Classroom library case studies: In recognition that programmes that concentrate only on school-based interventions do not always improve learning, a classroom library model was introduced into selected RSP schools. This work was jointly done between the University of Witwatersrand and the DBE with funding from the Anglo American Chairman's Fund. The underlying assumption of the Classroom Libraries is that early grade literacy initiatives need to focus on both the teaching of 'skills of reading' and the development of 'habits of reading'.

The Setswana Classroom Library collections consist of a set of 200 books (40 levelled titles and five copies per title), packaged together in a simple box. The collection also includes a display poster that displays the covers of each book and a management chart that makes it simple for teachers to track learners' book borrowing and returning. Each learner is given a personal book

bag with a library card that parents can sign and letters for parents that explain the importance of book reading. Evidence of implementation, enactment and fidelity will be the focus of evidence collection planned for later in 2020.

The delivery of these libraries was done independently of the FPD RSP system. The delivery was done in 98 schools from 24 April to 17 May 2019. The delivery was accompanied by school-based training conducted at each school. This was seen as a successful model as it allowed for individualised responses to questions including integrating existing libraries.

Case studies were conducted in August 2019 in the sub-sample of RSP schools that received the additional reading materials through the Classroom Libraries project. Commissioned by the University of Witwatersrand's School of Education, Room2Read collected data in 12 schools across the two districts in which RSP works. In 10 of the schools, researchers conducted light reviews of the implementation in an attempt to gauge the extent that learners regularly used the books for independent reading. A qualitative deep dive occurred in the remaining two schools, which included teacher and SMT interviews. As lessons and acceptance of the appropriateness of classroom libraries as a strategy for promoting independent reading grew, the Gauteng Department of Education began discussions of rolling out a version of the Classroom Library box to Setswana schools in its province.

Finance Review: The DBE, in partnership with the United Nations Children's Fund (UNICEF), appointed DNA Economics to analyse the financial implications of scaling up the EGRS programme across all nine provinces as part of the Improvement Plan activities. The review aims to determine the costs of scaling up the structured learning programme with the support of on-site coaching. The service provider will determine the total funds needed to implement a structure-learning programme with integrated materials, teacher training and coaching in Home Language and EFAL in all provinces for Grades 1–3.

The first inception meeting with DNA Economics took place on 17 February 2020. It is anticipated that the work will be finalised by August 2020. The service provider is tasked with reconciling costs for implementation as well as proposing a funding model and funding tools based on the analysis of existing funding and potential additional funds. This includes considering how the existing budget can be allocated, repurposed, increased and redistributed, proposing new business models where necessary and guiding non-governmental actors on the strategic areas they may fund.

Gauteng, Limpopo, KwaZulu-Natal and North West were identified for in-depth participation throughout the research project. The development of viable funding alternatives and models includes considering the national budget, ETDP SETA, conditional grants and provincial budgets. DNA Economics submitted an inception report on 13 March 2020.

Coaching Course: The core of the EGRS I, that was implemented in 2015–2017 and scaled up as the RSP, was a comparison of the cost-effectiveness of three (3) promising intervention models to improve reading outcomes in learners' Setswana home language in the Foundation Phase. Of the three (3) intervention models evaluated, the on-site specialised coaching intervention emerged as the best alternative.

In addition to the programme implementation through RSP in North West, the development of an accredited on-site coaching programme is one of the core components of institutionalising this approach and standardising the skills, content and modus operandi of this intervention. UNICEF has provided funding for implementation. The development of the course commenced in February 2019 and is expected to be concluded in October 2020. Several consultations took place, including consultation with the South African Council for Educators (SACE), on the implications for teacher development and the draft norms and standards. The DBE also presented at the Zenex Literacy Coaching Symposium on 31 October 2019. The symposium aimed to share insights on key issues in coaching by consolidating the literature and research on coaching, sharing different models implemented across the country and exploring the skills and training necessary for coaches.

A consultation meeting with the University of Johannesburg was held on 4 October 2019 and an agreement was reached to accredit the course as a short course. The training of the first cohort of 16 RSP coaches and eight (8) subject advisors from the Ngaka Modiri Molema and Dr Kenneth Kaunda districts took place from 9–12 December 2019 in preparation for term 1 2020 implementation. The training for term 2 was scheduled to take place from 23–25 March 2020. However, training dates were affected by COVID-19 and postponed.

Reading Benchmarks: The DBE is developing reading and writing norms and standards for African languages in early grades as well as for Intermediate Phase in English. Several partners and donors in the sector have indicated their interest in supporting this important work.

During the financial year, extensive consultations were held within the DBE, as well as with local researchers. Also, a database was developed of stakeholders who are actively involved in the development of reading. A project update meeting was held on 19 February 2020. The meeting agreed on proposed benchmarks for Nguni languages, focusing on SiSwati, isiZulu and isiXhosa. It is anticipated that a final report will be finalised by August 2020. A meeting with USAID was held on 5 March 2020 to discuss data collection for benchmarks in Setswana.

Whole School Evaluation Support by Research Coordination, Monitoring and Evaluation (RCME): The DBE, through the Whole School Evaluation (WSE) and RCME units, has provided support and capacity building on conducting reading assessments in the Foundation and Intermediate Phases.

Early Grade Reading Improvement Programme (EGRP): Following concluding discussions with the North West Department of Education, preparations started in January 2020 for the Early Grade Reading Improvement Programme (EGRP) for implementation in the Dr Ruth Segomotsi Mompati district in 2021. The programme is jointly funded by UNICEF, the Danish Hempel Foundation and the North West Department of Education and will be implemented in collaboration with the national DBE. The programme will entail a three-year intervention that will roll out high-quality teacher professional development support across Grades 1–3 in all eligible Setswana Home Language non-fee paying primary schools from January 2021 through to December 2023. The programme has been co-developed by the Curriculum Policy, Support and Monitoring branch and the Teachers, Human Resource and Institutional Development branch (Branches C and T) of DBE. An initial co-creation workshop was held on 6–7 June 2019 where intervention design, the Theory of Change and proposed evaluations were presented. In addition to this, school visits in both North West and Mpumalanga were completed. Subsequently, two Steering Committee meetings were held on 19 October 2019 and 6 February 2020 to discuss key deliverables needed to enable timeous implementation. The intervention design document was also developed and finalised during this financial year. Consultations with the Head of Department of the North West Department of Education and subject advisors in the province are set to take place in the next financial year.

Research Repository and Agenda: The DBE has consolidated a research repository and published it on the DBE website. The repository contains sector-specific research commissioned and conducted within the DBE and the research was grouped under the following themes:

- Early Childhood Development;
- Teacher supply and demand (recruitment, placement, post-provisioning, retirement, etc.) and utilisation (pedagogy, classroom practices, etc.);
- Teacher development (in-service and pre-service training);
- Infrastructure (including ICTs);
- LTSMs;
- Assessments (national and international, systemic, diagnostic, NSC, Annual National Assessments (ANA), Trends in International Mathematics and Science Study (TIMSS), and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), etc.);
- Curriculum (including Mathematics, Science and Technology);
- Access, enrolments, school completion, performance, retention and drop-outs;
- Planning, monitoring and accountability systems (school management, governance, School Governing Bodies (SGBs), principals, district offices, regulatory frameworks, etc.);
- Funding (non-educator financing);
- Language, arts and culture;
- Inclusive education;
- Learner wellness, safety and social cohesion in schools (including sports and recreation); and
- Sector overview: household and education surveys, sector planning documents and progress reports.

The repository will be updated annually, additions of research to the repository will be an ongoing process, and branches would have the opportunity to submit relevant research as and when it becomes available.

The DBE has put together a research agenda to guide and coordinate research undertaken in the sector during the 2019–2024 medium-term period. The agenda sets out the main research questions which are a priority for the Department and the sector as a whole for the next five years. Based on these consultations, broad thematic areas were developed, which are research priorities for the next five years and research questions were developed within each of these areas. The priority thematic areas include the following:

- Teacher development;
- Teacher support;
- Learning and teaching support material;
- Teaching language/ reading;
- Teaching numeracy/ Mathematics;
- Pre-Grade R and Grade R;
- Heterogeneous classrooms and learning;
- Information and Communication Technology (ICT);
- Sector planning and budgeting; and
- Accountability.

The launch of both the research repository and agenda was held on 8 October 2019 at the Manhattan Hotel and can be viewed on the DBE website.

25-Year Review Report: Following a Cabinet decision requesting all departments to compile a 25-year review report, the DBE sourced inputs within the Departmental Branches and drafted a 25-year review report with a focus on the basic education sector. The purpose of the report was to reflect on the achievements, challenges, and actions taken to address these challenges since 1994. The DBE report was aligned with the MTSF and reported on the six (6) main sub-outcomes under outcome one of the MTSF.

During the financial year, the report was finalised based on inputs from a stakeholder consultation held on 10 June 2019. The final DBE report was published on the DBE website in December 2019 following the President's release of the report in November 2019.

School Monitoring Survey 2017/18 (SMS 17/18): The Minister officially launched the SMS 17/18 on 8 April 2019. This was followed by dissemination in the form of publication on the DBE website, and sharing with education stakeholders across various structures and HEDCOM sub-committees (including Educational Management Information Systems, District, Finance and Teacher Development and Curriculum Management). The purpose of the SMS 17/18 is to provide information on the progress that has been made towards the achievement of the goals and indicators that are set out in the sector plan, *Action Plan to 2019: Towards the Realisation of Schooling 2025* (Action Plan 2019), as well as the *Delivery Agreement for Outcome 1: Improved quality of basic education.*

The project concluded in this financial year with the finalisation of the four (4) main reports, namely a Summary Report, the Main Report, the Technical Report and the Qualitative Report. Summaries, including a policy summary and an executive summary, were also finalised and published. Several consultations were conducted in anticipation of the release of the report with the managers responsible for all the 16 indicators, the Director-General, as well as the Deputy Minister. Feedback and reasons for the changes were incorporated and a communication plan was developed.

Early Grade Mathematics Project (EGMP): The DBE, through the RCME unit, initiated the Early Grade Mathematics Project (EGMP) in 2017. The EGMP seeks to build evidence of effective interventions to improve the teaching and learning of Mathematics in the Foundation Phase and to facilitate better evidence use in government policy and programme development.

A design and implementation evaluation of the DBE's new Teaching Mathematics for Understanding (TMU) Framework was completed in this financial year and funding proposals were developed for several local donor organisations who expressed an interest in partnering in further activities planned for the EGMP. At the end of the financial year, engagements with donors around draft proposals were ongoing.

Analysis of the State of the Nation Addresses (SONAs): During the year under review, the DBE produced an analysis of two (2) State of the Nation Addresses, one given in June 2019 at the start of the new administration, and one in February 2020. Presentations were prepared on each occasion for Parliament's Portfolio Committee on Basic Education. In these presentations, an analysis was provided of the implications of the SONA for planning and service delivery in the basic education sector and a progress report was compiled on actions taken by the DBE to give effect to the injunctions of the SONAs.

Sustainable Developmental Goals (SDGs): During the period under review, the DBE supported the production of the SDG country report for 2019, led by Statistics South Africa. The process involved providing statistics and inputs and participating in meetings where different versions of the report were reviewed, discussions held and comments provided to the report writers. The last meeting, which was a report validation workshop, was held on 30 May 2019.

The DBE also participated in the SDG 4 review meeting through the RCME unit that took place on 9–11 December 2019. In preparation for this meeting, the DBE prepared responses to a questionnaire about reporting on SDG 4, as well as a PowerPoint presentation to provide the meeting with an update on progress in the implementation and monitoring of SDG 4.

Continuous Professional Teacher Development (CPTD) Rapid Review: In 2016, the Department concluded an implementation evaluation of the Curriculum and Assessment Policy Statement (CAPS) as part of the DPME National Evaluation Plan. This evaluation found that many South African teachers were not properly equipped to effectively implement the curriculum. A key recommendation from the evaluation was for the Department to conduct a review of in-service teacher training and Continuous Professional Teacher Development (CPTD) opportunities. During the year under review, the DBE, in partnership with the DPME, started work towards undertaking a rapid review of CPTD.

The Terms of Reference (ToR) for a service provider were developed and the DPME appointed a service provider during the fourth quarter of the financial year. The service provider has begun work on the project, but the envisaged date of completion is currently uncertain given the closure of schools due to COVID-19.

The pilot of Outcomes-Based Contracting: The DBE is working with National Treasury and the GTAC to pilot an outcomes-based contracting approach. The aim of this pilot, initiated by National Treasury, is to improve the cost-effectiveness of government procurement through making payment for deliverables conditional on the intended outcomes being achieved by service providers. The DBE's Early Grade Reading programme of lesson plans, LTSM and coaching was selected by National Treasury to participate in this pilot, given that this programme has already demonstrated the potential to significantly impact on reading outcomes through a rigorous study. A service provider was appointed by the GTAC to undertake a feasibility analysis of conducting this reading programme through an outcomes-based contract. At the end of the year under review, the service provider had been appointed and had begun to present a draft set of recommendations to the Project Steering Committee.

The Second Early Grade Reading Study (EGRS II): The EGRS II supports Foundation Phase (FP) teachers in the strengthening of their EFAL instruction to promote sound reading outcomes. In the reported year, the project worked with Grade 3 teachers in 100 schools who received either face-to-face coaching or virtual coaching supplemented by cluster training. Furthermore, teachers also received specialised lesson plans and LTSMs, either through paper-based copies or through the newly developed digital application available through tablets. 2019 was the final year of implementation and the following milestones were achieved:

- The implementing service provider conducted cluster training for face-to-face and virtual coaching teachers at the beginning of the second term (2–4 April 2019). 99% (85) of the face-to-face coaching teachers attended training where 70% (35) of their SMT accompanied them. All 83 virtual coaching teachers attended training but SMT representation was lower, with only 51% (25) attending of the SMT members invited.

- As with previous terms, term 3 cluster-based training days were organised for both intervention-type teachers at various school locations from 8–11 July 2019. 167 teachers out of 169 teachers participating in the research interventions attended, yet another near 100% attendance record.
- A total of 159 teachers participated in the term 4 training from 1–3 October 2019. 79 of these teachers attended the Intervention 1 training focused on providing on-site face-to-face coaching, while 80 teachers attended the Intervention 2 training. Despite missing members at training, all 168 teachers were fully resourced for the term.

Extensive evaluation activities were also undertaken during this period. These included:

- Classroom Observation Study;
- Wave 4 Data Collection; and
- Qualitative Case Studies.

Early Years Index and baseline assessment of Early Learning Programmes: The SA Early Years Index was initiated as a partnership between DBE, Innovation Edge, First National Bank and USAID and will be launched as a collaborative effort between the private, public and non-profit sectors. The purpose of the Early Years Index is to monitor trends over time in the proportion of young children who are on track for age in key areas of development, as well as to provide systemic information on the quality of ECD services. The Index will allow South Africa to report on Sustainable Development Goal 4.2.1. "The percentage of children that are developmentally on track".

During this financial year, the sampling strategy for the Index was finalised and the contextual questionnaires were developed and piloted. The fieldworkers were trained on the contextual instruments and fieldwork started on 2 March 2020. Data was collected at 114 out of the 540 ELPs by the time that all ELPs were closed because of the COVID-19 outbreak.

Census of all Early Learning Programmes: It has emerged that limited accurate information on ECD delivery currently exists. This lack of updated empirical data concerning the levels and nature of ECD provisioning is hindering informed resource allocation, practitioner support, policy development and planning initiatives. The DBE has therefore prioritised the commissioning of an ECD census to inform the planning of the ECD function shift from the DSD to the DBE. The national census of ELPs will aim to map all ELPs in South Africa to understand the full size and shape of the sector.

The LEGO Foundation has agreed to fund the census and the DBE is currently formalising a Memorandum of Understanding with the Foundation.

Support for the Early Childhood Development Function shift: The DBE has provided support to the ECD function shift and the following activities were conducted during the financial year.

The DBE has contracted the GTAC to guide both DBE and DSD through the technical aspects of the function shift process as specified in the handbook for function shifts within the government. To oversee the function shift process, an Inter-departmental Steering Committee, an Inter-departmental Project Management Team and six Inter-departmental Technical Teams were established. The Project Management Team (consisting of members from DBE, DSD and the GTAC) had their first planning meeting on 31 January 2020, their second meeting on 17 February 2020 and their third meeting on 23 March 2020. The GTAC has started with an ECD function diagnostic assessment to determine the human and financial resources connected to the ECD function at the provincial and national level, it is expected that this work will be finalised by April 2020.

The DBE also collaborated with the DSD on a number of critical projects aimed at enhancing ECD service delivery. DSD has agreed that the end product of these projects should be in line with the DBE's vision for ECD service delivery and DBE now serves on the project management teams of each of the following projects:

(a) Development of a Service Delivery Model;
(b) Development of a Human Resources Development Plan;
(c) Development of a Quality Assurance Model;
(d) Development of a Financing and Upscaling Strategy;
(e) Development of a programme for the provision of ECD centres with the Department of Human Settlements; and
(f) Development of a Registration Framework with the DoH.

ECD Think Tank: The DBE convened two Think Tank meetings with stakeholders from the DSD, DoH, National Treasury, DPME, civil society, ECD practitioners, training institutions and academia. The first meeting was held in December 2019, and a strategic workshop was held from 5–7 February 2020. Both meetings entailed comprehensive deliberations on the National Framework.

Portfolio Committee: The DBE presented an update on the ECD function shift process to the Portfolio Committee on Basic Education on 3 March 2020. The DSD was also invited to the meeting on 3 March 2020 and had an opportunity to include inputs to the presentation.

NECT: The DBE and DSD have conducted joint provincial stakeholder engagements through the NECT. The dialogues included civil society organisations, provincial and national government officials, practitioners, parents and caregivers to discuss the implications of the migration as well as to encourage inputs to the process. Dialogues have taken place in eight provinces, with only KwaZulu-Natal outstanding.

Donor and NGO Engagements: Various donors, NGOs and other stakeholders have indicated their willingness to contribute and assist the DBE in preparing for delivering ECD. The DBE has met with Ilifa Labantwana on areas of collaboration, especially around technical support. Likewise, the Hollard Foundation has offered expert assistance through the secondment of Ms Ned, the CEO of the Foundation, to the Technical Assistance Unit. The DBE has also engaged with the NECT on acquiring technical experts to support the internal DBE workstreams. Several other organisations have offered technical or financial assistance through collaborative partnerships. The latest such offers came from the Sasol Foundation, the Shoprite Foundation and SmartStart.

2020/21 School Monitoring Survey: During the year under review, the Terms of Reference for the School Monitoring Survey were presented and approved by the Bid Specification Committee (BSC). Approval by the Bid Adjudication Committee is still outstanding. Implementation of the survey during September/October of 2020 is currently at risk due to delays in the supply chain process and the uncertainty around the impact of school closures and other measures associated with the COVID-19 pandemic.

Strategic Planning and Reporting

Institutions must ensure that the medium-term priorities are reflected in their plans, budgeted for, measured and reported on a quarterly and annual basis through established reporting processes. The basic education sector developed activities around the key priorities articulated in the NDP, SONA 2019, MTSF priorities and the revised sector plan, *Action Plan to 2024: Towards the Realisation of Schooling 2030.*

The following are government priorities in the sixth administration:

Priority 1: Building a capable, ethical and developmental state.
Priority 2: Economic transformation and job creation.
Priority 3: Education, skills and health.
Priority 4: Consolidating social wage through reliable and quality basic services.
Priority 5: Spatial integration, human settlements and local government.
Priority 6: Social cohesion and safer communities.
Priority 7: A better Africa and world.

Between 2019 and 2024, the following priorities will guide the education sector, in support of improved reading and learning outcomes as adopted by the CEM:

- Early Childhood Development (ECD);
- Infrastructure/ Sanitation Appropriate for Education (SAFE);
- Reading;
- Skills and competencies for a changing world;
- School safety; and
- Assessment and accountability.

The following institutional planning and reporting activities were carried out.

The DBE developed and finalised the 2020/21–2024/25 Strategic Plan and 2020/21 Annual Performance Plan in accordance with the frameworks, which were tabled in Parliament on 11 March 2020. The DBE adopted a participatory approach in compiling these plans. The SWOT analysis inputs from the Broad Management Retreat which took place on 21–22 June 2019 were also summarised and incorporated in the 2019/20 Annual Performance Plan (APP). The latest APP was developed in light of the new priorities in the sixth administration in relation to the MTSF priorities for 2015 to 2019. As there were two SONA inputs in the year 2019, both informed the priorities in the APP.

The 2019/20 APP of the Public Entities, Umalusi and the SACE, and the DBE were tabled in Parliament on 26 June and 28 June 2019 respectively. The 2020/21–2024/25 Strategic Plans and 2020/21 APPs for SACE and Umalusi were tabled in Parliament on 11 March 2020 and 13 March 2020 respectively.

The DBE developed Systems Descriptions during the year under review to guide the Auditor-General of South Africa (AGSA) during the preliminary audit of the 2019/20 performance indicators. Systems Descriptions serve as Standard Operating Procedures (SOPs) and provide details on the planning, processing and reporting stages of each indicator. The indicator managers were guided during the quarterly Branch Reviews in August 2019 and individual sessions were convened to deepen understanding of the quality, process and reporting of performance information by branches and branch managers.

Institutional Reporting

Quarterly Reports: The 2019/20 financial year is the second year of reporting through the Electronic Quarterly Performance Reporting System (eQPRS) which was released by DPME for implementation by national departments in the 2018/19 financial year. The validated Departmental third quarter and preliminary fourth quarter performance reports for 2018/19 were successfully uploaded to the eQPRS and submitted to the DPME and National Treasury (NT) on 30 April 2019. The validated fourth quarter report for 2018/19 was submitted to the DPME, NT and AGSA on 31 May 2019. The Strategic Planning unit submitted a verification report to Internal Audit before handing over supporting evidence for the 2018/19 financial year to the AGSA on 31 May 2019.

The Departmental preliminary first quarter performance report for 2019/20 was successfully uploaded to the eQPRS and submitted to the DPME and NT on 31 July 2019. The Department is required to report to oversight structures, hence the quarter 1 report was presented to the Portfolio Committee on 20 August 2019. Management attention to issues of performance information and capacity to support performance monitoring and reporting were highlighted as priorities in various internal briefings, discussions and communications with senior managers.

The Department submitted the 2019/20 Departmental validated first and preliminary second quarterly performance reports to the DPME and NT on 31 October 2019 and the validated second quarter and preliminary third quarter performance report for 2019/20 on 31 January 2020.

Table 18. Validated performance reports submitted to the DPME

Report	Oversight reporting body	Date submitted
2018/19 validated third quarter and preliminary fourth quarter performance reports	DPME and National Treasury	30 April 2019
2018/19 validated fourth quarter performance report submitted and presented	DPME, National Treasury and AGSA Portfolio Committee	31 May 2019 20 August 2019
2019/20 preliminary first quarter performance report was submitted and presented	DPME and National Treasury Portfolio Committee	31 July 2019 3 September 2019
2019/20 validated first and preliminary second quarterly performance reports	DPME and National Treasury	31 October 2019
2019/20 validated second quarter and preliminary third quarter performance report	DPME and National Treasury	31 January 2020
Draft 2018/19 Annual Report submitted and final AR presented	DPME, National Treasury and AGSA Portfolio Committee Select Committee	31 May 2019 8 October 2019 16 October 2019

2018/19 Annual Report: In terms of Chapter 1 of the Public Service Regulations and the prescripts by the Minister of Public Service and Administration, all departments within the public service are required to publish their Annual Reports. The DBE submitted the draft 2018/19 Annual Report to the DPME, NT and AGSA on 31 May 2019 with supporting evidence. The 2018/19 Annual Reports for the DBE and both its Public Entities (SACE and Umalusi) were tabled in Parliament on 30 September 2019.

The DBE has successfully met all reporting obligations for the year under review in line with government frameworks and guidelines.

Branch Reviews: The branch reviews reflect on progress with delivery of programmes by considering evidence of performance. The reviews formally provide, branches with support and guidance. During branch reviews, the quality of performance is discussed with branches against their plans and progress is highlighted for noting and corrective action taken where necessary.

The first round of quarterly branch reviews was convened during August 2019 to provide feedback on first quarter performance information and to introduce the revised framework for Strategic Plans (SPs) and Annual Performance Plans (APPs).

A second round of branch review meetings was held during October 2019 to provide feedback on the second quarter report and to finalise performance indicators for the 2020/21–2024/25 SP and 2020/21 APP. A logical framework was used to check that all existing indicators in the 2020/21 APP were MTSF-aligned and SONA-related. Technical Indicator Descriptions (TIDs) and targets were developed based on the previous baseline of the 2018/19 Annual Report.

The last round of branch reviews was held in February 2020 to provide feedback on third quarter performance information and finalise the 2020/21–2024/25 SP and 2020/21 APP. During the Branch reviews, both plans were aligned to government, sector and Departmental priorities derived from the 2019–24 MTSF and the NDP.

Sector reporting: The DBE submits Outcome 1 reports to the DPME quarterly and the Minister presents the report to Cabinet bi-annually. Outcome 1 reports from quarter 1 to 3 were submitted to the DPME as required and the quality assurance meetings were convened in July and October 2019 to solicit additional input and strengthen the report.

Sector Alignment: The DBE leads, coordinates and facilitates the process of drafting and finalising the standardised Programme Performance Measures (PPMs) for the sector. Standardised indicators ensure uniformity in planning and reporting in the departments that have a concurrent function. The HEDCOM Sub-committee on Planning, Monitoring and Evaluation (PME) serves as a platform to discuss the sector priorities, planning and reporting matters. The PPMs represent development priorities and indicators of performance that should be adopted and implemented through the APPs of PEDs.

In addition, PPMs are used to monitor performance in the provincial education systems according to the National Education Policy Act (NEPA) obligation. However, in a concurrent function, this is a complex and negotiated process. The ongoing discussions between provinces and national departments since February 2017 have highlighted the importance of sector-wide measures of progress, but also highlighted the difficulties involved in separate external audit interpretations of performance information in provincial and national departments with different levels of data and monitoring capacity and preparedness. The sector did not have standardised indicators for 2018/19 or 2019/20 due to being unable to reach consensus on the specific areas of the Technical Indicator Descriptions appropriate for adoption in all provinces. In effect, provinces adopted province-specific versions of the indicators which their internal performance monitoring and auditing capacity and data systems would allow. The HoD for Free State was appointed by HEDCOM in August 2019 to assist in the sector deliberations and a set of PPMs was developed for 2020/21.

The HEDCOM Sub-committee convened three (3) standing meetings and one (1) special joint workshop during the 2019/20 financial year. The first meeting held on 5–6 June 2019 was to introduce the pre-final version of the *Action Plan to 2024: Towards the realisation of Schooling 2030*, share the Government priorities (i.e. the 2019–2024 MTSF and SONA), and to finalise and adopt the PPMs in preparation for the 2020/21 financial year. The meeting of 5–6 June 2020 noted that the inability to reach consensus on PPMs had resulted in non-standardisation for the sector for 2019/20.

In-depth discussion of PPMs was held with suggestions taken on whether to retain, amend or remove the individual PPMs. This was in preparation for 2020/21 standardisation and finalisation. Subsequently, a special Sub-committee meeting was convened on 16 September 2019 to work towards refining and finalising the 2020/21 PPMs in preparation for the upcoming financial year. The meeting agreed on the need to invite the AGSA office and inform them of the decisions taken by the sector in relation to the 2020/21 PPMs. That meeting would also be an opportunity to agree on how the AGSA would audit the various indicators. The special HEDCOM Sub-committee on Planning, Monitoring and Evaluation also resolved that MTSF indicators would no longer be separate and that the sector would henceforth only have one set of PPMs.

The second standing meeting held on 2–3 October 2019 provided progress on finalisation of PPMs and the way forward in relation to the alignment to the new MTSF of DBE and PED plans. The last meeting for the financial year convened on 19 February 2020. Strategic Planning and Reporting presented on the status of the 2020/21 PPMs as well as a link between the sector and government priorities to ensure alignment.

Following the meeting on 3 October 2019, provinces were requested to provide written submissions and feedback on the proposed draft 2020/21 PPMs. The status of 2020/21 PPMs was as follows (compared to 2019/20): 39 PPMs retained, six (6) PPMs suspended, six (6) PPMs shifted to Sector Review and three (3) PPMs shifted to School Monitoring Survey.

Despite non-standardisation across departments for the 2020/21 financial year, the HEDCOM Sub-committee on Planning, Monitoring and Evaluation agreed on checking alignment to the MTSF and to indicate how each PED incorporated the MTSF. Letters signed by the Director-General were sent to PEDs on 16 March 2020 requesting alignment to the MTSF priorities. The letters were based on the agreements reached on a basic set of 39 indicators in which provinces were urged to indicate the following:

- How the Department has aligned its APPs and Strategic Plans to the needs of the NDP, 2019 MTSF and *Action Plan to 2024: Towards the realisation of Schooling 2030*, in terms of interventions, indicators and outputs;
- How the Department viewed the responsibility for the programme planning, resources and outputs in relation to outcomes; and
- How the Department saw the responsibility for monitoring even if the DBE also did the sector-wide monitoring and reporting at the sector level.

As at 30 March 2020, three PEDs had responded, namely Western Cape, Gauteng and North West.

Service Delivery Improvement Plan (SDIP): The goal of the SDIP is to provide a mechanism for continuous incremental improvement and service delivery. Moreover, the SDIP focuses on the strategies to bring Batho Pele principles to life and make service delivery a reality. During the year under review, an Annual Integrated Service Delivery Plan forum was held in July 2019 in Mpumalanga to discuss the integration of SDIPs into planning rather than separating them.

The Department was requested to continue with certification as a key service delivery area for 2020/21 for the DPSA and Cabinet to monitor the Service Charter and Service Standards of the piloted departments. The delays in defining the areas of focus for the SDIP and lack of clarity on the inclusion of the SDIP in APPs in the absence of the Management Performance Assessment Tool (MPAT) will be resolved in the coming year by the DPSA and the DPME.

The evaluation of SDIPs and the Batho Pele Forum took place at the DPSA on 25–26 March 2020. The evaluation aimed at reflecting on the implementation of the SDIP, taking stock of past achievements and identifying key learnings to improve on ongoing implementation of the SDIP. The DBE undertook to refine the certification area of work and focus and, through the planning function, separate the functions of the DBE and Umalusi for this extremely important area of service delivery for integration into various plans.

Public Entities: The Public Entities' (Umalusi and SACE) first, second and third quarterly performance reports were received respectively in August, November 2019 and February 2020. The reports were analysed to check that the mandates of the entities aligned with the DBE's mandate. The feedback of the analysis was submitted to the Public Entities through the office of the Chief Financial Officer.

Estimates of National Expenditure (ENE): The role of ENE is to provide an account of the priorities, detailed spending plans and delivery commitments of the Department over the three-year MTEF period. The National Treasury provided the 2020 ENE guidelines and chapter template in October 2019. The ENE information session/ workshop took place on 1 November 2019 at the DBE, chaired by National Treasury. The first draft 2020 ENE Chapter was submitted to National Treasury on 16 November 2019 and the final ENE inputs were submitted on 3 February 2020. The inputs were based on projections provided in the previous financial year and internal discussions were held with programme managers regarding the impact of budget cuts and other patterns on delivery and programme performance.

Coordination and Secretariat Support

The DBE has established and manages various sector coordinating (intergovernmental relations) mechanisms such as the Council of Education Ministers (CEM), Heads of Education Departments Committee (HEDCOM), Ministerial Management (MM), Senior Management (SM) and Broad Management (BM). These coordination mechanisms are charged with providing strategic and technical leadership to the basic education system. These structures are concerned with institutionalising the strategic objective of providing improved quality basic education for all in South Africa and give effect to the government's apex priority.

The DBE coordinates the work of 16 HEDCOM Sub-committees through the drafting of a consolidated annual schedule of sub-committee meetings, assessment of the functionality of sub-committees and ensuring regular reporting by these at HEDCOM meetings. From the first quarter to the third quarter of the 2020/21 financial year, the sub-committees convened were on Communication (COM); Determining for School Calendar (DSC), District Coordination, Monitoring and Support (DCMS); ECD; Education Information Systems (EIS); Finance (FIN); Human Resource Matters (HRM); Information and Communication Technology (ICT); Independent Schools (IS); Legal Matters (LEG); National Examination and Assessment Committee (NEAC); National School Nutrition Programme (NSNP); Planning, Monitoring and Evaluation (PME); Quality Assurance and Skills Development (QASD); School Infrastructure Development (SID); and Teacher Development and Curriculum Management (TDCM).

The HEDCOM meeting of 3 December 2019 approved the merging of some sub-committees, which resulted in the reduction of the number of sub-committees from 16 to 13. These are the Sub-committees on COM; District Coordination, Monitoring and Support, and School Calendar (DCMSSC); ECD, Information and Communication Technology Systems (ICTS); FIN; Human Resource, Quality Assurance and Skills Development (HRQASD); IS, LEG; NEAC; NSNP; PME; SID; and, TDCM.

Moreover, the DBE was, together with the DSD (which was subsequently replaced by the DoH), responsible for managing meetings of the Forum of South African Director-Generals (FOSAD) Social Protection, Community and Human Development (SPCHD) Cluster and the SPCHD Cluster Technical Working Group (TWG), both of which are intended to foster the integration and coordination of initiatives and efforts of the social sector government departments and to enhance the delivery of services. The SPCHD Cluster and the TWG concern themselves with strategic and cross-cutting policy matters impacting on more than one government department. The main objectives of the SPCHD Cluster and the TWG are to ensure the alignment of government-wide priorities, facilitate and monitor the implementation of priority programmes and provide a consultative platform on cross-cutting priorities and matters to be processed at Cabinet.

Meetings convened: During the period under review, 71 meetings were scheduled. Of these, 46 meetings were convened. 25 meetings were not convened, and these comprised one (1) CEM, 12 SM, three (3) BM, four (4) SPCHD Cluster, four (4) SPCHD Cluster TWG and one (1) Ministerial Management Meeting (MMM). In addition, eight (8) unscheduled meetings were convened. The DBE managed the logistical arrangements, agenda-setting and record drafting of all the convened meetings.

Table 19. Meetings convened in the reported period

Coordinating Mechanism	Scheduled Meetings	Meetings Held	Unscheduled Meetings Held	Meetings not held
CEM	5	4	1	1
HEDCOM	6	6	0	0
Sector Lekgotla	1	1	0	0
SM	21	9	3	12
BM	11	8	3	3
SPCHD Cluster	11	7	0	4
SPCHD Cluster TWG	11	7	0	4
MMM	5	4	1	1
Overall Total	**71**	**46**	**8**	**25**

Table 20. Meeting activities and related outputs

Meetings held	Outputs
CEM	4 Attendance registers 3 Meeting records produced and approved Minutes of 5 March 2020 will be approved at the meeting of 7 May 2020
HEDCOM	6 Attendance registers 5 Meeting records produced and approved Minutes of 10 February 2020 will be approved at the meeting of 21 April 2020
Basic Education Sector Lekgotla	1 Attendance register Workshop report produced to be approved at the Broad Management (BM) meeting of 30 April 2020
SM	9 Attendance registers 7 Meeting records produced and approved Minutes of 7 February and 20 March 2020 to be approved at the meeting of 17 April 2020
BM	8 Attendance registers 7 Meeting records produced and approved Minutes of 27 February 2020 to be approved at the meeting of 30 April 2020
SPCHD Cluster	7 Attendance registers 6 Meeting records produced and approved Minutes of 4 March 2020 to be approved at the meeting of 3 June 2020
SPCHD Cluster TWG	7 Attendance registers 6 Meeting records were produced and approved Minutes of 11 February 2020 will be approved at the meeting of 12 May 2020
MMM	4 Attendance registers 3 Meeting records were produced and approved Minutes of 2 March 2020 to be approved at the meeting of 4 May 2020

In addition to the scheduled meetings and in response to the drastic measures announced by the President regarding the COVID-19 coronavirus pandemic, eight (8) special teleconference meetings were convened, which included three (3) CEM, two (2) HEDCOM, and three (3) stakeholder meetings. The meetings were intended to discuss, among others, the implementation of extraordinary/drastic measures against COVID-19, communication and messaging, the development of standard operating procedures for affected learners and staff, the development of the draft state of emergency regulations, and preparations for beyond the current extraordinary/ drastic measures.

Over and above these meetings, the DBE realised the following achievements:

Processing of HEDCOM Sub-committee Reports at HEDCOM Meetings: Facilitated the processing of HEDCOM Sub-committee reports at HEDCOM meetings. Such reports were processed at HEDCOM every two months.

Processing of FOSAD Cluster Reports at SM Meetings: Facilitated the processing of FOSAD Cluster reports at SM meetings. These are reports from the Governance and Administration (G&A); Economic Sectors, Employment and Infrastructure Development (ESEID); International Cooperation, Trade and Security (ICTS); and Social Protection, Community and Human Development (SPCHD) Clusters. The report of the SPCHD Cluster is tabled at the Senior Management Meeting (SMM) on a monthly basis, as the DBE is a co-chair and secretariat of this forum. Reports from other clusters are processed as and when received from Branches nominated to attend meetings of various clusters.

Consolidated Annual Schedule of Meetings of HEDCOM Sub-committees for 2020: Finalised and consolidated the annual schedule of HEDCOM Sub-committees' meetings for 2020. The schedule was processed at SMM and HEDCOM and thereafter circulated to PEDs.

Assessment of the Functionality of HEDCOM Sub-committees 2019: Completed the 2019 assessment of the functionality of HEDCOM Sub-committees.

CEM Workshop: Successfully convened a two-day CEM Workshop from 25–26 July 2019, handling the attendant logistical arrangements, as requested by the Minister and the Director-General. The report emanating from this engagement was processed at the CEM.

BM Retreat: Successfully convened a two-day BM Retreat from 24–25 April 2019, handling the attendant logistical arrangements, as requested by the Minister and the Director-General. The report emanating from this engagement was processed at the BMM.

Basic Education Sector Lekgotla: As reported earlier in this report, the DBE convened the Basic Education Sector Lekgotla from 15–17 January 2020. The Lekgotla affords key stakeholders an opportunity early in the year to engage on sectoral issues. Participants included the Ministry, MECs for Education, the Director-General, HoDs of Education and a range of international, national, provincial and district sector-relevant stakeholders.

Some of the meetings were not convened due to unexpected cancellations resulting from the busy schedules of the Executive Authorities and Senior Managers. The Secretariat continues to endeavour to ensure that all scheduled meetings are convened.

Table 21. Structures affected by cancellations

Entity	Under-Achievement	Remedial Steps
CEM	1 x Meeting was cancelled	Re-scheduling of meeting
SM	12 x Meetings were cancelled	Re-scheduling of meetings
BM	3 x Meetings were cancelled	Re-scheduling of meetings
SPCHD Cluster	4 x Meetings were cancelled	Re-scheduling of meetings
SPCHD Cluster TWG	4 x Meetings were cancelled	Re-scheduling of meetings
MMM	1 x Meeting was cancelled	Re-scheduling of meeting

MEDIA LIAISON AND NATIONAL AND PROVINCIAL COMMUNICATION

Communication and Research

Publications and Internal Communication: This reporting period saw the production of 48 editions of *Thuto* (Volumes 228–276) with 515 articles compiled. A total of 831 *News Flash* messages were distributed during the financial year to effectively communicate important internal messages to all staff members.

Photojournalism support was provided to 196 Ministerial and Departmental events and 27 024 images were uploaded onto the Image Bank. A total of 36 videos, 17 articles, 11 image galleries and 1 823 documents were uploaded onto the DBE website or intranet, which are updated daily. The period under review saw a steady increase in the number of visitors to the DBE's website, Twitter and Facebook pages.

The design team produced 344 design projects to assist the Ministry and various units in the Department to effectively communicate their messages to all stakeholders.

The Events Management and Special Projects team provided branding, exhibition and events management support to Ministerial and Departmental events in KwaZulu-Natal, Free State, Eastern Cape, Western Cape, Limpopo and Gauteng in the period under review, including 17 events in the Second Chance Matric Programme (SCMP), the Read to Lead Campaign, the Community Bloem Show in Bloemfontein, Ekurhuleni Expo and the SA AIDS Conference in Durban. Besides seven (7) ASIDI school handovers in the Free State, KwaZulu-Natal and Eastern Cape, the team also assisted with the verification and documentation of sanitation facilities in 24 schools within the Sanitation Appropriate for Education (SAFE) initiative in KwaZulu-Natal.

Photographic services were provided to the new Minister's offices in Pretoria and Cape Town, the National Assembly Budget Vote and NCOP Budget Vote debates, Minister's Meeting with DBE Staff, stakeholder engagement on the transfer of ECD to DBE, CEM media statement presentation, CEDA launch, SAPA Conference, TALIS Report, ADEA Africa conference, DBE Vodacom Teacher Training Centres Workshop, DBE Pioneer Foods Breakfast launch, DBE Woolworths International Nelson Mandela Day, the Unisa launch of In Pursuit of Dignity and the DBE Junior Achievement Financial Savings conference

Information Resource Centre (IRC): The Information Resource Centre (IRC) provides a daily in-house library service to DBE employees. Staff access serial and daily publications that are delivered to the IRC daily and stay updated and connected to the digital age and social media through the computer platforms in the Centre. Besides the free internet, officials can also access EBSCO databases for relevant and updated research information. There are 14 528 media items, fiction, non-fiction and reference resources in the collection and 647 registered borrowers.

Media Liaison: The DBE issued a total of 53 media statements and handled 266 media interviews and queries on different media platforms in the period under review. Advisories were regularly issued, providing communication support to the work of the Department.

Intergovernmental Relations: Four (4) meetings took place of the HEDCOM Sub-committee on Communication Project, including one in Kimberley on 6 August 2019 attended by all HOCs. The DBE undertook 10 provincial engagements (including Umalusi and the NECT) in this period to workshop the Government Communication Policy and Digital Media, and to align communication strategies.

A successful Mandela Day Commemoration event took place in Katlehong, involving nine (9) schools. The DBE undertook six (6) visits to provinces for official events and activities, including Gauteng.

President Cyril Ramaphosa gave the keynote address at the Association for the Development of Education in Africa (ADEA) Seminar on 29 July 2019, which was attended by Ministers of Education from the African continent. Representing the DBE, the unit attended 27 NATJOINTS meetings of the COVID-19 National Steering Committee. Parliamentary liaison included attending 11 Portfolio Sub-committee on Basic Education sessions, two SONAs and one Budget Vote.

Internal Audit, Risk Management and Investigations

Internal Audit

Internal Audit conducted audits as per the risk-based, three- (3) year rolling audit plan approach adopted by the Accounting Officer and approved by the Audit Committee. The Internal Audit Charter was reviewed, updated and approved. The unit conducted and completed 13 assurance and consulting assurance services in the year to review internal controls for adequacy and test effectiveness, and follow-up audits were conducted of previous audit reports. The audit reports were issued with recommendations and management agreed on action plans to improve the control weaknesses. The following areas were audited:

- Reviewed the Annual Financial Statements;
- Reviewed the Annual Reports to verify the validity, accuracy and completeness of the reported performance indicators prior to submission to the AGSA;
- Reviewed three areas of the DoRA, the NSNP, HIV/AIDS and Mathematics, Science and Technology Conditional Grants, for transfer and business plans processes with PEDs;
- Reviewed the supply chain management process, contractors' payments and project management for two (2) implementing agents: The Mvula Trust – Limpopo and Eastern Cape;
- Reviewed performance information for quarterly reporting to the DPME and National Treasury in the year, in quarter one (1) and quarter two (2);
- Reviewed the National Examination Database audit review;
- Conducted a follow-up audit on SA-SAMS on previous findings for alignment with CAPS Chapter 4;
- Conducted a follow-up audit on the examination process on previous audit report; and
- Conducted the follow-up on ASIDI's previous audit report for AGSA and Internal Audit findings.

The audit committee meetings were coordinated and six (6) meetings were held during the year for reviews of quarterly reports, internal audit reports, performance information quarterly reporting, monitoring of the Audit Action Plan to address AGSA findings, quarterly budget versus expenditure reviews and AGSA Audit Strategy 2019-20 audit cycle.

The unit coordinated the Audit Steering Committee meeting for discussion by the management of internal audit reports and presented at SMM, BMM and Audit Steering Committee on the Sector Audit plan by AGSA. Internal audit conducted various consulting assurance services through advisory at BEC, BAC and Technical Evaluation process. Internal Audit also reviewed the Audit Action Plan and provided feedback to managers to improve the control strategies.

Risk Management

The risk management implementation plan for 2019/20 was presented to the risk committee and recommended to and approved by the Director-General. The risk policy and risk committee charter were revised, updated and approved. The Risk Management Unit coordinated with eight (8) Branches in the Department to update the Branches' Operational Risk Register for 2019/20 and monitoring of the action plan to mitigate the risks. The Unit facilitated and engaged with the Branches on the revision of the strategic risk identification aligned with outcome statements, as per the revised Strategic Plan and the 2020/21 APP. There were two (2) risk committee meetings coordinated and held during the year.

Investigations

The fraud prevention implementation plan was presented to the risk committee and approved by the Director-General. The revised fraud prevention policy is being reviewed. The Investigation Committee meeting was coordinated and investigation of irregular expenditure, fruitless and wasteful expenditure and verification of the assessment report was conducted. The final report on irregular expenditure and possible fruitless and wasteful expenditure from investigated cases was prepared and issued for approval. Seven (7) investigations were completed regarding various officials and implementing agent cases for irregular expenditure, and various cases for implementing agents on ASIDI projects.

The National Anti-Corruption Hotline (NACH) database and investigation reports were packaged for the Commission of Enquiry. The Investigation Committee meetings were coordinated and four (4) meetings were held on investigation of irregular expenditure and fruitless and wasteful expenditure. The investigation was conducted and completed regarding the procurement process through the quotation process. The investigation on fruitless and wasteful expenditure for 2018/19 is currently at the draft report stage and additional information should be obtained in April 2020 to assist with its finalisation and conclusion. A progress report was submitted to the Director-General and the Audit Committee on the status of completed investigationcases, consequence management through HR and pending cases.

Office of the Director-General

The Chief Directorate in the Office of the Director-General (ODG) is in the main responsible for providing support to the Director-General by ensuring that the necessary systems are in place for an efficient business process in the Department. This is done by developing and maintaining an integrated system for the departmental business process and this includes management of parliamentary processes, management of intra and inter-departmental engagements and stakeholder activities and providing support to key departmental programmes that are a priority for *Outcome 1: Quality of Basic Education*.

Manage and coordinate intra and inter-departmental engagements and stakeholder activities:

Support provided to strengthen infrastructure delivery:

- **Monthly Infrastructure Meetings:** The Director-General held monthly meetings with Infrastructure implementing agents, ASIDI teams and Infrastructure provincial teams, to track progress on ASIDI and EIG projects.
- **Coordinated a meeting with the CEOs of private companies:** to discuss potential partnership in the resourcing of Special Schools.
- **SAFE project meetings:** the ODG coordinated meetings to discuss the progress of the project.
- **Project Support Unit (PSU) meeting:** coordinated a meeting with PSU on infrastructure audit matters.

Support provided to ensure that learners are equipped with the necessary skills required for a changing world:

- **Aviation partnership meeting:** coordinated the Director-General's meeting with CEOs of aviation companies (SAA, SAA Airlink and Comair) to establish a partnership with aviation companies to support the DBE in the establishment of aviation schools in all provinces.
- **Oracle meetings:** coordinated two (2) Director-General meetings with Oracle on focus school initiatives.
- **Focus schools champion meetings:** coordinated meetings with identified focus schools' champions to discuss progress made in the development of the focus schools initiative.
- **IBM South Africa meeting:** coordinated a meeting with IBM South Africa to discuss the focus schools initiative.
- **Meeting with Microsoft:** coordinated a meeting with Microsoft on strategic alignment.
- **Allan Gray meeting:** coordinated a meeting to discuss entrepreneurship challenges.
- **Meetings with Director-Generals from other Departments:** coordinated meetings with the Director-Generals of the Departments of Communication, Sport and Culture, Correctional Services, Transport and Telecommunication and Postal Services to discuss focus schools initiative.
- **Meeting with Mr Jarana:** coordinated meetings with Mr Jarana regarding resourcing of Special Schools and to discuss virtual classrooms during the COVID-19 lockdown.
- **Engagement Meeting with Department of Telecommunication and Postal Services:** coordinated the meeting with DTPS to discuss and present the skills ecosystem relating to 4IR.
- **Focus Schools Think Tank workshop and preparation for Maths Indaba:** The ODG coordinated the workshop with champions and provincial delegates to discuss progress made in the development of focus schools and brainstorm how the Department would take this initiative forward, and preparing for the Maths Indaba.
- **Meeting with MTN and IBM:** The ODG coordinated the meeting with MTN and IBM South Africa to discuss the zero-rating of schools by network operators.
- **Meeting with Vodacom:** The ODG coordinated the meeting with Vodacom to discuss the Vodacom proposal for assisting the DBE during the COVID-19 lockdown.

- **Meeting with Department of Communications**: The ODG attended the meeting with the Minister of Communication and the Director-General to discuss the collaboration between the DBE and DOC on the virtual classrooms initiative during the COVID-19 lockdown**.** By the end of 2019, the project was in the testing phase.
- **Meeting with Focus Schools Provincial Principals:** coordinated the meeting with Provincial and District officials, Circuit Managers and focus school principals. The purpose of the meeting was to take the focus schools initiative forward with focus school principals.

Strengthen Communication in support of Sector Priorities:

- **Basic Education Sector Lekgotla**: The DBE convened the Basic Education Sector Lekgotla from 15–17 January 2020, under the theme 'Equipping Learners with Knowledge and Skills for a Changing World'. The Lekgotla is widely regarded as one of the prime events in the Basic Education calendar as it enables key stakeholders to engage on sectoral issues on an annual basis. Participants included the Ministry, MECs for Education, the Director-General, HoDs of Education, and a range of sector-relevant stakeholders including international, national, provincial and district officials. The third day of the Lekgotla was devoted to an ECD Roundtable that included the DSD and the DoH. Delegates participated in eight ECD Action Hubs focused on the strategic action areas in the ECD Framework. Officials provided inputs into each of these eight areas.
- **Lunchbox Lekgotla**: Five (5) interactive Lunchbox Lekgotla sessions were conducted in the 2019/20 financial year. These took place in April, May, June, August and October 2019 under the following themes: *Debating the Implications and Consequences of Sexual Harassment and Abuse in the Workplace; A focus on Gender and Sexual Diversity; Studying abroad offers opportunities for academic and personal growth; Making Education a Societal Matter: Remembering the Youth of 1976,* and *How Language policy or practice creates and sustains inequality in education.*
- **Department of Basic Education Journal:** Several managers from the Department submitted articles for inclusion in the DBE journal. The journal was compiled and distributed to all Broad Management members.
- **Quarterly meetings with entities***:* coordinated quarterly meetings with the entities reporting to the DBE. The purpose of these meetings was to reflect on the work of the entities.
- **Meeting with ambassadors:** Coordinated a meeting with the Ambassadors of South Korea, France and United Arab Emirates to engage on sector priorities.
- **Wholesale and Retail Sector Education and Training Authority (W&RSETA) meeting:** coordinated the meeting with W&RSETA to discuss potential partnership with DBE.
- **Staff members' meeting with the Director-General:** coordinated a staff members' meeting with the Director-General on important sector deliverables.
- **Staff members meeting with Ministry:** coordinated a staff members' meeting with the Minister and previous Deputy Minister to express appreciation for the support received during their term in the Department.
- **Middle managers' meeting with the Director-General:** coordinated a middle managers' meeting with the Director-General on important sector deliverables.
- **Meetings with IEB:** coordinated meetings with the IEB to discuss supplementary examinations.
- **Pre-matric results briefing with unions and SGBs:** The ODG coordinated briefing meetings between the Director-General and SGBs and Teacher Unions. The purpose of these meetings was to brief them about the 2019 NSC Results.
- **SONA deliverables:** The ODG coordinated meetings with Branches to discuss progress made on SONA deliverables.
- **Monitoring of Winter Camps by the Director-General:** The ODG coordinated the Director-General's visits to more than 80 Winter Centres from 15–29 June 2019, in all provinces.
- **North West Section 100 Intervention:** Coordinated and attended meetings between the Minister, HoD, Administrator and North West Senior Management on the Section 100 Intervention.
- **Monitoring in provinces**: The Director-General visited 113 marking centres in all provinces.

- **Director-General's engagements in provinces:** During the year under review, the Director-General completed the first phase of the 2019 provincial engagements in three provinces from 8–29 April 2019. He had 10 engagements with provincial and district officials, primary and secondary principals. The purpose of these engagements was to reflect on what worked and did not work in 2018 and to reaffirm the policy alignment. Articles on the engagements were published on Thuto. The Director-General conducted the second phase of the 2019 provincial engagements with provincial and district officials in all provinces from 12–27 August 2019. The purpose of the meeting was to identify the progress made in improving learning outcomes.
- The Director-General hosted the first phase of 2020 provincial engagements in all provinces from 20 January to 16 March 2020. He had 27 engagements with provincial and district officials, circuit managers, primary and secondary principals. The purpose of these engagements was to reflect on what worked and did not work in 2019 and further reaffirm the policy alignment. New Year and Christmas messages from the Director-General as well as brochures were produced and articles about the engagements were published on Thuto.
- **Standardisation meetings with provincial internal moderators and chief markers**: coordinated meetings with five (5) provinces.
- **Parliamentary Meeting**s: The DBE honoured 27 meetings with the Portfolio Committee on Basic Education and the Select Committee on Education and Technology, Sports, Arts and Culture. Support was also provided to two oversight meetings of Parliament. A total of 33 presentations were submitted to the two Committees.
- **Parliamentary Questions for April 2019–March 2020**: The DBE received a total of 180 questions in the 2019/20 period: 156 questions were from the National Assembly and 24 were questions from the National Council of Provinces.

Table 22. Questions by quarter

Quarter	NA	NCOP	Total
1	5	0	5
2	57	16	73
3	40	7	47
4	54	1	55
Total	**156**	**24**	**180**

- Monitoring of autumn camps and the Maths Indaba did not take place due to the COVID-19 lockdown.

4.1.6. PROGRAMME PERFORMANCE INDICATORS

Table 23. Programme Performance Indicators

Strategic objectives	Performance Indicator		2016/17	2017/18	2018/19	2019/20			
			Actual Achievement	Actual Achievement	Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
1.1. To improve the administrative and governance systems through compliance to the key legislations governing administration in order to support the delivery of education and to strengthen accountability.	1.1.1	Percentage of valid invoices paid within 30 days upon receipt by the Department.	99.90% 37 721/ 37 758	99.91% 36 246/ 36 277	99.05% 1 459/ 1 473	100% quarterly	99.55% (35 327/ 35 485)	-0.45%	Project Managers did not sign off invoices on time.
	1.1.2	Number of reports on misconduct cases resolved within 90 days.	80% 4/5	No new disciplinary cases received during this financial year.	100% 2/2	4 annually	4	No deviation.	Not applicable.

Strategy to overcome areas of underperformance

Reprioritisation of projects within the Department will be implemented to address underspending.

Changes to planned targets

No targets were changed in-year in 2019/20.

Linking performance with budgets

Ministry

Underspending for Ministry, can be attributed to the fact that some invoices could not be processed in time as a result of challenges posed by COVID-19 when the country was placed under lockdown level 5 late in March 2020.

Departmental Management

Internal Audit. The Department was not able to appoint suitable consultants to assist with Risk Management during the year under review. Plans are at an advanced stage to appoint these consultants during the 2020/21 financial year.

Financial Services. Audit Fees: the last claim for audit fees was not received by year-end due to the national lockdown.

Corporate Services. The software licences invoices were not received from the State Information Technology Agency (SITA) by year-end; this resulted in underspending of the programme.

Office Accommodation. The Department procured a generator for assistance with load shedding when it occurs. However, due to the national lockdown, the shipment was not delivered.

Sub-Programme Expenditure

Table 24. Sub-programme expenditure

Ministry	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	41 605	41 413	192	33 356	33 553	(197)
Transfers and subsidies	2 025	2 024	1	63	63	-
Payments for capital assets	317	308	9	1 121	1 120	1
Payments for financial assets	42	41	1	2	2	-
Total	**43 989**	**43 786**	**203**	**34 542**	**34 738**	**(196)**

Departmental Management	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	99 812	98 409	1 403	97 635	98 308	(673)
Transfers and subsidies	74	71	3	220	228	(8)
Payments for capital assets	666	638	28	655	654	1
Payments for financial assets	2	2	-	50	48	2
Total	**100 554**	**99 120**	**1 434**	**98 560**	**99 238**	**(678)**

Corporate Services	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	77 009	75 203	1 806	66 398	66 176	222
Transfers and subsidies	517	517	-	417	417	-
Payments for capital assets	2 519	2 514	5	615	613	2
Total	**80 045**	**78 234**	**1 811**	**67 430**	**67 206**	**224**

Office of the Chief Financial Officer	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	78 112	77 285	827	67 990	67 912	78
Transfers and subsidies	654	652	2	143	143	-
Payments for capital assets	690	364	326	257	266	(9)
Payments for financial assets	-	-	-	6	5	1
Total	**79 456**	**78 301**	**1 155**	**68 396**	**68 326**	**70**

Internal Audit	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	7 756	6 210	1 546	6 432	6 380	52
Transfers and subsidies	9	9	-	41	40	1
Payments for capital assets	82	34	48	32	32	-
Payments for financial assets	-	-	-	177	177	-
Total	**7 847**	**6 253**	**1 594**	**6 682**	**6 629**	**53**

Office Accommodation	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	194 752	192 673	2 079	190 714	185 538	5 176
Payments for capital assets	11 699	11 022	677	10 241	10 244	(3)
Total	**206 451**	**203 695**	**2 756**	**200 955**	**195 782**	**5 173**

4.2. PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

4.2.1. PURPOSE

The purpose of Programme 2 is to develop curriculum and assessment policy and support, monitor and evaluate curriculum implementation.

4.2.2. LIST OF SUB-PROGRAMMES

Programme Management: Curriculum Policy, Support and Monitoring; Curriculum Implementation and Monitoring; Curriculum Enhancement Programmes; Second Chance Matric Programme.

4.2.3. STRATEGIC OBJECTIVES:

- Develop and distribute digital content annually to promote e-learning in schools;
- Develop, print and distribute workbooks to schools annually for Grades R–9 to support teaching and learning;
- Monitor and support the implementation of the National Curriculum Statements (NCS) on Reading in Grades R–9 each year to improve teaching and learning;
- Develop and review the Mathematics, Science and Technology (MST) Framework to support provinces in improving learner performance in MST subjects;
- Provide support to learners who have not achieved all the requirements of the NSC through the Second Chance Matric Programme; and
- Ensure that learners with severe to profound intellectual disabilities access quality publicly funded education and support.

4.2.4. PROGRAMME OVERVIEW

The Programme: Curriculum Policy, Support and Monitoring is the primary vehicle for ensuring quality delivery of the curriculum in the basic education sector. The indicators in this programme are fundamentally directed towards improving learner performance as captured in the *Action Plan to 2019: Towards the realisation of Schooling 2030*. The Programme contributes to the following sector goals on learner performance:

Action Plan Goals on Learner Performance

Goal 1: Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.

Goal 2: Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6.

Goal 3: Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.

Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelor's programme at a university.

Goal 5: Increase the number of Grade 12 learners who pass Mathematics.

Goal 6: Increase the number of Grade 12 learners who pass Physical Science.

Goal 7: Improve the average performance of Grade 6 learners in languages.

Goal 8: Improve the average performance of Grade 6 learners in Mathematics.

Goal 9: Improve the average performance of Grade 8 learners in Mathematics.

Goal10: Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.

Goal 11: Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.

Goal 12: Improve the grade promotion of learners through Grades 1 to 9.

Goal 13: Improve the access of the youth to further Education and Training (FET) beyond Grade 9.

4.2.5. PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

CURRICULUM AND QUALITY ENHANCEMENT PROGRAMMES

Learning and Teaching Support Material (LTSM)

Provision of workbooks: Delivery of Grades R–9 workbooks was completed for the 2020 academic year. A total of 60 108 295 (100%) were delivered to 23 298 (100%) schools. A total of 387 500 (100%) out of 387 500 remedial workbooks were delivered to 915 (100%) public schools which had reported shortages of workbooks.

Remedial workbooks are workbooks sent to schools after normal delivery. These books are sent to address additional workbooks requirements as a result of either late learner admission, changes in Language of Teaching and Learning or the introduction of a new language to the school. During the delivery of the normal consignment, the school will check the received books and phone the call centre to report the additional requirement, which will then be sent to schools as Remedial or Mop-up delivery.

Braille workbooks: An order was created for printing and delivery of Grades 1–3 Mathematics Braille workbooks in African Languages. The service provider arranged with school principals to receive the delivery before the end of the financial year. Twenty-two special schools are receiving Braille workbooks.

LTSM Forum meeting and Advisory Committee for Braille and Large Print: Dates for the LTSM advisory quarterly and provincial meetings for the 2020 academic year were scheduled. Letters were signed and forwarded to provinces to communicate these dates.

Screening of FET Literature: The National Catalogue was consolidated. 190 materials were screened, 118 were approved and 72 are still to be finalised.

State-Owned textbooks: The final check and sign off of Grades 10–12 Computer Application Technology (CAT) and Information Technology (IT) was finalised. A Memorandum of Understanding between the DBE and the Sasol Foundation Trust was drafted and submitted to the Partnerships and Legal Services units for advice.

LTSM Electronic system: The project charter and the user specification requirements were completed. SITA was able to copy the source code and is currently liaising with the Free State Department of Education (FSDoE) regarding the milestones to follow.

South African Sign Language (SASL): Screening for SASL resources took place from 9–18 March 2020. Out of 57 materials received from publishers, 10 were conditionally approved while 47 were approved.

Progress on the approved utilisation of workbook savings budget

Review of Grade R workbooks: The process of review is divided into three sessions. The first session was on 13–17 January 2020, the second workshop was from 10–17 February 2020 and the last workshop was from 9–12 March 2020. Reports of 11 languages were compiled.

Development of Occupational Technical subjects: A workshop for development and finalisation of CAPS for Occupational Technical subjects took place from 20 January to 13 February 2020. Reports were compiled.

Provision of Braille textbooks: Master copy for all CAPS textbooks in Braille was purchased for the 22 special schools from Braille Services and Pioneer Printers.

The printing of graded readers for Foundation and Intermediate Phases through the Government Printing Works (GPW) was delayed due to the directive from National Treasury that contracts with GPW must follow the same SCM process as for other bidders. The DBE wrote to National Treasury to request a deviation and for the funds to be managed through the NECT. Both requests were approved. On 3 March 2020, the DBE received the letter for approval from the National Treasury and subsequently, a Memorandum of Agreement between the DBE and the NECT was drafted and signed by the parties.

Mathematics, Science and Technology (MST)

Maths Indaba: The DBE developed interventions in response to a 4% drop in Mathematics passes. Meetings were arranged with Umalusi to discuss the Standardisation of the Mathematics Papers 1 and 2. A preparatory meeting was convened with Heads of Curriculum, Examinations and Teacher Development in PEDs for coordinating contributions by the provincial, district and school levels towards addressing the persistent challenges of participation and performance relating to Mathematics.

Coding and Robotics Curriculum: The development of the Grades R–9 Coding and Robotics curriculum by a team of experts comprising university lecturers, labour, experts from industry, civil society partners and education experts within the sector was finalised.

Monitoring of CAPS Implementation: A total of 18 technical schools, as per the APP target, were monitored for implementation of CAPS.

Monitoring of Grade 12 vacation classes: June and September vacation classes were monitored.

Monitoring of CAPS Training Sessions: In 2017, the Department introduced CAPS for Technical Subjects. Teachers needed to be trained to capacitate them to teach these new specialisations. DBE monitors the training sessions that take place as the training centres. In 2019, five (5) training sessions were targeted to be monitored but only three (3) were successfully planned with Limpopo and North West, due to the PEDs not signing Service Level Agreements and, therefore, not conducting the training.

CAPS for Occupational Subjects and **Workbooks for Occupational CAPS** were finalised to prepare the system to implement the third stream of the Three-Stream Model.

Subject Committee Meetings serve a critical role in planning curriculum implementation. Meetings are planned and held quarterly. For the year under review, MST subjects committee meetings were held as per the plan approved by the Director-General for the year.

Rural Education (RE)

Development of the Rural Education Framework: Inputs received from provinces after the Framework was mediated through advocacy workshops in all provinces were incorporated into the RE Framework. Further advocacy was conducted in the 2019/20 financial year.

Rural Education Assistants Project (REAP): The REAP Survey was completed and returned by all 188 schools. Data was captured and cleaned and a database developed. Qualitative data was collected from 19 targeted schools. A total of 726 education assistants and six project coordinators were on the database of the DBE appointments. A research report was compiled that included the firming up of the conceptual framework for the project.

Terms of Reference for the governance and management of the REAP were developed and finalised to provide details of how the project would be implemented to mitigate the challenges experienced earlier. The ToR document was presented to the Project Steering Committee.

A number of REAP project activities were not implemented because funds were withheld by National Treasury. These included:

- Monitoring and support of the project;
- Provincial meetings planned;
- Procurement of LTSM for participating schools; and
- Procurement of equipment for Ityelimhlophe Agricultural High School could not be completed.

Agricultural Education Project: A Procurement Plan for agricultural equipment for Ityelimhlophe Agricultural School in the Eastern Cape was finalised. A National Agricultural Education Committee meeting was held on 11 March 2020 to discuss the Department's plans for agricultural education.

Two Inter-Provincial Rural Education Committee meetings with PEDs were held on 25–26 November 2019 and 12–13 March 2020. PEDs presented on how they support rural schools, multi-grade teaching, agricultural education and progress with rationalisation and merging of small and non-viable schools.

Curriculum Innovation and eLearning

Plans to deliver digital content on devices: The DBE finalised plans for delivering digital content on devices and presented to the Minister and various fora, including the BMM, TDCM, SMM, HEDCOM and CEM for inputs and approval.

Content development and distribution: Conducted provincial workshops in Free State and Northern Cape based on the e-Education Procurement Delivery Management System in collaboration with National Treasury. Digital content was also provided to all provinces as part of expanding access to digital content. The content is also made available through the DBE website and PED portals.

The implementation of ICT at three (3) schools in Limpopo, three (3) schools in KwaZulu-Natal and three (3) schools in the Northern Cape was monitored.

ICT Infrastructure and Connectivity: Connectivity in schools was at 72% as at the end of the financial year. The Early Childhood Development mobi phase was completed and mediated with DBE officials. The DBE conducted stakeholder engagements in North West and Western Cape for the roll-out of ICT equipment in the Special Schools. ICT equipment was rolled out to 55 public ordinary schools. The DBE also finalised the school allocation and roll-out plans for Cell C in Gauteng and Mpumalanga.

Oversight visits: A total of nine (9) schools were monitored as part of the DBE Provincial ICT Implementation in July 2019, as follows:

- North West – Three (Saron Primary, Matale Secondary and Mokhine Primary Schools);
- Eastern Cape – Three (Khezi Lomso Comprehensive, Soqhayisa Senior Secondary schools and Graslaagte Primary Schools);
- Western Cape – Three (Klapmuts Primary, Amstelhof Primary and Protea Heights Academy).

Information and Communication Technology (ICT) Infrastructure and connectivity: 115 schools were provided with the Universal Service and Access Obligation (USAO) solution consisting of a trolley with 30 tablets, a teacher laptop, a projector and a content server (North West received 55, Gauteng 39 and Mpumalanga 21).

ICT Teacher Professional Development: A total of 212 subject advisors were trained on ICT integration using Moodle, as follows:

- 19 officials in the Eastern Cape;
- 119 Technology Subject Advisors – Eastern Cape (39), Limpopo (20), Gauteng (20), Mpumalanga (20), Free State (20);
- 25 Life Sciences Subject Advisors in the Eastern Cape;
- 25 Hospitality Subject Advisors in the Eastern Cape; and
- 24 officials in Northern Cape.

Two hundred English language Subject Advisors were trained on ICT integration. Sixty teachers from Mthatha in the Eastern Cape were trained on ICT integration**.** A further 690 teachers were trained on ICT integration using Moodle in the Eastern Cape, Limpopo, Gauteng, Mpumalanga, Free State and Northern Cape. A total of 124 Subject Specialists and Centre Managers were trained in how to use the broadcasting solution (OVHD Channel 134) in teaching and learning (North West – 40, Northern Cape – 44, Eastern Cape – 40).

E-Libraries: 120 e-Library solutions (trolleys, laptops, data projectors and Content Access points) were distributed to the provinces (North West – 35, Gauteng – 10, KwaZulu-Natal – 25, Mpumalanga – 25, Limpopo – 25). Ten District Award-winning schools were allocated ICT equipment in July 2019. Forty-one provincial and district officials were trained in how to set up and sustain the e-Library solution (North West – 30, Mpumalanga – 11). The e-Library solution was set up and demonstrated to educators in two schools (Eastern Cape – 1, KwaZulu-Natal – 1).

HEDCOM ICT Sub-committee meetings were held as per the schedule approved by the Director-General to discuss organisational structures, ICT Strategy, the e-Readiness Assessment Tool, Schools connectivity, the USAO project for Mainstream and Special Schools, ICT monitoring and oversight visits to PEDs, the e-Education Procurement Delivery Management Guide; SA Connect, an audit of schools and e-Libraries.

A **Comprehensive Plan to deliver LTSM on devices** was approved by the Minister. The plan was also presented at SMM, BMM, HEDCOM and CEM meetings and to the Portfolio Committee on Basic Education. The plan will guide the sector on deployment of devices to all learners by the end of the sixth administration, starting with schools for learners with disabilities. The audit of all 477 schools for learners with disabilities was completed and presented to the Minister at a Ministerial Roundtable on 8 November 2019 to which the Minister invited all the Mobile Network Operators (MNOs) a well as tech companies in South Africa. The Minister mobilised the MNOs to provide a basic ICT package and assistive devices basket to these schools. The DBE also shared ICT guidelines for schools for learners with disabilities, developed in consultation with DTPS, ICASA and all relevant inclusive education stakeholders. The Roundtable was followed by one-on-one meetings between the Director-General and Vodacom, MTN and Telkom.

e-Readiness Tool: The Department of Science and Technology (DST) has developed a paper-based School ICT Maturity tool. The DBE made inputs on the final tool and it will be utilised to assess the state of e-readiness of schools before deployment of ICTs into schools. The tool was piloted in the Eastern Cape, Western Cape and Free State.

Audit of Multi-Grade Schools: Audit tools were developed and shared with provinces to audit all multi-grade schools.

Funding for ICT Roll-out: The DBE hosted a meeting with Infrastructure, ICT, LTSM and MST managers from provinces to discuss identification of funding sources. The following budget sources were identified: Workbook, Operation Phakisa, MST Conditional Grant, Norms and Standards, Children/Learners with Severe to Profound Intellectual Disabilities (C/LSPID) Grant, PEDs Equitable Share, EIG Grant and the private sector.

Operation Phakisa Reports to the DPME: The DPME expected all departments that hosted Operation Phakisa Labs to submit quarterly progress reports. All four quarterly ICT in Education Reports on the progress made in the implementation of the Operation Phakisa were submitted to the DPME.

CURRICULUM IMPLEMENTATION AND MONITORING

General Education and Training (GET)

Multi-Grade Teaching Schools: A total of 72 schools with multi-grade teaching classes were monitored in all the provinces as follows:

- 18 schools in the Eastern Cape, Gauteng and North West;
- 18 schools in Limpopo, Northern Cape and Western Cape;
- 20 schools in the Eastern Cape, KwaZulu-Natal, Mpumalanga, North West and Western Cape; and
- 16 schools in the Free State, Mpumalanga, Limpopo and Western Cape.

A total of 37 teachers were trained in the Learn English Audio Project in partnership with the British Council. The training was aimed at building the capacity of teachers to effectively and efficiently teach EFAL in Grades 1–4 through the use of audio content aligned to CAPS.

Early Grade Reading Assessment (EGRA): 71 monitoring visits were conducted in the North West, Free State, Eastern Cape, Limpopo, Mpumalanga, Gauteng, Northern Cape and Western Cape to monitor and support the implementation of EGRA in Home Languages and EFAL. During this reporting period, EGRA Toolkits were printed and distributed for Phase 4 roll-out in 6 000 additional schools.

Desktop monitoring instruments were collated from seven (7) provinces (Mpumalanga, KwaZulu-Natal, Western Cape, Northern Cape, Free State, Gauteng and North West) for a total of 30 schools. A concise desktop monitoring report with monitoring tools for each of the 30 schools was uploaded onto the S-drive.

The EGRA Toolkit for Phase 4 was distributed to all provinces. The Government Printing Works is finalising the Proof of Delivery Notes. Furthermore, EGRA CDs with the National Reading Framework and Manuals were delivered to 86 district offices across all provinces.

Incremental Introduction of African Languages (IIAL): An Inter-Provincial Forum Meeting was held on 30 May 2019. Thirty officials representing all provinces attended. The desktop monitoring tools, school monitoring tools and implementation plans were distributed to provinces. The plans for the development of Grades 4–6 First Additional Language (FAL) lesson plans and teacher orientation for IIAL were finalised and submitted for approval.

Ten schools from Limpopo, Western Cape, Mpumalanga, KwaZulu-Natal and Eastern Cape (two per PED) were monitored between August and September 2019. The plan for the development and training of Grades 4–6 Second Additional Language lesson plans and teacher orientation for IIAL was developed and submitted for approval.

The development of Grades 4–6 Second Additional Language Workbooks, Lesson Plans and Teacher Guides for IIAL was submitted for approval. Desktop monitoring instruments were collated from four provinces (Western Cape, Northern Cape, Gauteng and Limpopo) for a total of 10 schools.

Kiswahili in the National Curriculum Statement (NCS): The plans for the development of Grades 4–6 FAL lesson plans and teacher orientation for Kiswahili were finalised and submitted for approval. The development of Grades 4–6 Second Additional Language workbooks, lesson plans and teacher guides for Kiswahili was submitted for approval.

Reading Norms and Standards: The desktop monitoring tools, on-site monitoring tools and implementation plans were developed and submitted for approval.

Monitoring of the implementation of Reading Norms was conducted in 10 schools from five provinces, namely Western Cape, Eastern Cape, KwaZulu-Natal, Mpumalanga and Limpopo, during August and September 2019.

On 25–29 November 2019, the DBE developed Reading Norms: Fluency Reading – Words Correctly Read per Minute, for Tshivenda and Xitsonga.

Desktop monitoring instruments were collated from seven (7) provinces (Mpumalanga, KwaZulu-Natal, Eastern Cape, Western Cape, Northern Cape, Free State and Limpopo) for a total of 10 schools.

Reading Plan from Early Childhood Development to Grade 6: A General Education and Training (GET) inter-provincial teleconference with Directors was held on 26 June 2019. Eleven provincial officials and three (3) DBE officials participated. Participants agreed that the Primary School Reading Intervention Programme (PSRIP) will be used as one of the sector's sub-programmes.

Strengthening the National Curriculum and Assessment Policy Statement (CAPS): The strengthening of the CAPS policy document and training manuals for all subjects for Grades R–12 were developed and completed. The HEDCOM agreed that the amended Section 4 of CAPS be presented to the CEM for approval. The CEM approved the amendments for implementation in Grades R–11 with effect from January 2020. An abridged version of CAPS Section 4 was published through Government Notice 1429 and 1430 in Government Gazette No. 42829 of 8 November 2019. A circular (S5 of 2019) was sent to PEDs to inform them of the implementation of the amended and abridged Section 4 of CAPS. The amended documents for the affected subjects and the PowerPoint presentations were uploaded to the DBE website to be accessed by PEDs for mediation and distribution to schools.

Economic and Management Sciences Subject (EMS): The Memorandum of Agreement for five (5) service providers was finalised to support the implementation of EMS.

The Child and Youth Finance Global Summit was held from 18–21 June 2019 in Johannesburg and was attended by delegates from 50 countries. Topics for the summit included child and youth finances, national financial literacy strategy and friendly banking products.

The Annual Education with Enterprise Trust (EWET) Entrepreneurship Challenge was organised and two (2) schools per province participated in the challenge.

Unisa was provided with technical support on the development of the curriculum to provide training for EMS teachers on three (3) topics, namely Financial Literacy, Entrepreneurship and the Economy.

Entrepreneurship in Education: The Entrepreneurship, Employability and Education (E3) Conference and Workshop for Writers and Trainers was held on 26–28 April 2019. The conference concentrated on Project-Based Learning (PBL) and the advantages of teaching learners the skills inherent in entrepreneurship. Teachers and subject advisors used action learning pedagogy to develop activities for the three subjects: EMS Grades 7–9, Life Skills Grades 4–6 and Life Orientation Grades 10–12.

The training was conducted from 18 June to 8 July 2019 for 329 teachers and subject advisors in Gauteng, Eastern Cape, KwaZulu-Natal, Mpumalanga, Limpopo and Free State.

Mother Tongue-Based Multilingual Education, Grades R–6: A service provider was contracted to develop an African Languages Mother Tongue-Based Multilingual Education Concept Paper.

On 20 November 2019, the DBE presented on the state of languages in South African schools to the Commission for the Promotion and Protection of the Rights of Cultural, Religious and Linguistic Communities. The presentation included the Mother Tongue-Based Multilingual Education initiative (Grades R–6) that the DBE is putting in place.

Systemic Improvement in Languages and Mathematics in the Foundation Phase: A business plan and procurement plan for the project were developed and submitted to the National Treasury in preparation for making withdrawals.

The printing and distribution bid specification tabled at the Bid Specification Committee (BSC) on 13 November 2019 and is currently being reviewed and finalised. The development of curriculum materials was completed and EFAL materials were shared with the project team. The Zenex Foundation sponsored and appointed a monitoring and evaluation service provider.

The Systemic Improvement in Languages and Numeracy in the Foundation Phase employed two programme managers on a contract basis for one year. Curriculum materials were received and were ready for printing. Teacher Assistants ToR were tabled at the BSC and was sent to Supply Chain Management (SCM) for action in March 2020. ToR for teacher tablets and microservers were completed and quotations received through GITO (transversal contract). Teacher toolkit training and SMT training materials are now available from Programme to Improve Learning Outcomes. ToR for SMT/ Subject Advisor training were developed and sent to SCM for action.

Incremental Introduction of African Languages (IIAL): Out of 2 585 schools, 2 199 schools (82%) were implementing the IIAL Strategy, with a shortfall of 466 (18%) in Grade 1.

Further Education and Training (FET)

Monitoring the implementation of the curriculum: Monitoring of the implementation of the curriculum was conducted in the Eastern Cape and Limpopo. A total of 896 teachers across various subjects were directly supported during the afternoon workshops. DBE resources were provided to attendees.

Monitoring Vacation Schools: Winter vacation classes were monitored from 18–28 June 2019 to determine the quality, efficacy and impact of the learner support programmes. A total of 135 schools were monitored during this period. A total of 90 schools were monitored during the spring vacation classes that were conducted in all nine provinces from 23–27 September 2019.

Twenty-six study guides for Grade 12 learners across eight (8) selected subjects were developed. 2 000 DVD copies containing the study guides were distributed to all PEDs and Districts for distribution to schools.

Exemplars for Accounting and Business Studies: Exemplar question papers for Grade 11 Business Studies and Accounting (June and November 2019) were finalised and distributed to PEDs, in support of the implementation of the new examination structure in the aforementioned subjects.

Subject Reports and Improvement plans: FET Subject Specialists developed subject reports for all FET subjects and disseminated them to PEDs.

Development of the Revised History Curriculum, Grades 4–12: The History Ministerial Task Team (MTT) conducted 11 work sessions during the period under review. The sessions achieved the following:

- Clarified the roles and responsibilities of each member;
- Identification of the content to include in the curriculum;
- Arrangement and sequencing of content to ensure progression from Grades 4–12;
- Developed a draft curriculum for Grades 4–8;
- Addressed requirements of the new envisaged History Teacher with the Teacher Development unit of the DHET;
- Consulted with teachers to finalise the Senior Phase Grade 9 Curriculum Framework.

Subject Committee Meetings: The second round of Subject Committee Meetings for all FET subjects were held from 2–17 September 2019. The focus was on gauging progress in the implementation of learner performance improvement and preparations for the next academic year.

Development of Mind the Gap Literature Study Guide: The FET Languages team convened two writing sessions to develop Mind the Gap Literature Study Guides for Grade 12 learners for all home languages, including South African Sign Language (SASL).

A total of 45 study guides for the following subjects for the new literature texts were developed and submitted to service providers for editing, proofreading, layout and formatting:

- EFAL – Six (6);
- Afrikaans – Two (2);
- African Languages – 33; and
- English Home Languages (EHL) – Four (4).

Evidence-Based Report (EBR): Coordinated the development and approval of the Mid-year EBR, which was submitted to Umalusi on 29 August 2019 in preparation for the 2019 NSC standardisation process.

The final 2019 EBR for the sector was developed and submitted to Umalusi on 29 November 2019 as part of the standardisation inputs. The EBR was presented to Umalusi on 16 December 2019.

Abridged Section 4 of CAPS (Grades 10–11): An abridged Section 4 of the CAPS for each subject was developed for implementation in 2020 in Grades 10 and 11. The documents were distributed to provinces via email and uploaded to the DBE website.

2019 NSC Standardisation

2019 NSC Standardisation Workshop: The FET team conducted a two-day workshop (18–19 September 2019) in preparation for the 2019 NSC standardisation. The workshop aimed at orientating all team members on the expectations for the standardisation and deliverables for a successful standardisation process.

Evaluation of 2019 NSC Question Papers: All NSC question papers were evaluated in preparation for the 2019 standardisation process. A total of 48 question paper evaluation reports were provided to the Deputy Director-General (DDG) for the Branch: Curriculum Policy, Support and Monitoring and the Director-General.

Marking Standardisation Meetings: Subject specialists provided reports and participated in all marking standardisation meetings to improve the marking guidelines that are used in provinces. Three- (3) day meetings were held for each question paper.

A pre-standardisation meeting was conducted to present 28 standardisation reports to the Director-General as part of the preparations for the standardisation with Umalusi.

Development of the 2019 Subject Diagnostic Reports: Item and error analysis of learner responses were conducted at 44 marking centres across all provinces. Diagnostic reports for all high enrolment subjects and languages were developed and distributed to all PEDs for distribution to schools.

Analyses of 2019 NSC results: The 2019 NSC results were analysed and subject profiles outlining the performance of the class of 2019 developed. Subject Specialists compiled reports in which they identified the causes of non-performance as well as mitigating strategies to stem the decline. Subject profiles have been shared with provinces to inform improvement plans for 2020.

Establishment of the executive committee of the National Association of English Teachers Association of South Africa (NAETSA): A meeting between Teacher Development and the British Council was held in which the British Council provided intervention programmes and projects lined up for 2020. Among the programmes stated was the support for NAETSA, whose executive committee had to be installed. Subsequent to the meeting, the DBE presented and co-led the establishment of the NAETSA executive committee. NAETSA is an important institution as it will help extend the support and professional development of English teachers. Furthermore, through coordinating the function of provincial associations, NAETSA will also serve as a sounding board and critical reader for English programmes as well as envisaged curriculum changes.

Accounting and Economics Teacher Development Workshops: Content and methodology workshops were conducted in collaboration with PEDs for Accounting and Economics Grade 12 teachers in three provinces namely, KwaZulu-Natal (iLembe district 29–30 January and 29 February–1 March 2020), Limpopo (Sekhukhune South and Capricorn North districts 24–26 February 2020) and Mpumalanga (Bohlabela District 22–24 January 2020).

The three-day workshops focused on the challenging topics in the two subjects as identified from the Diagnostic Reports. The FET Subject Specialists assisted with the presentation of some of the topics during the training. Teachers were subjected to pre- and post-tests during the workshops and the results from these tests indicated an improvement in their content knowledge.

Focus Schools Think Tank: To fast-track and ensure uniform implementation across all provinces, a Think Tank workshop took place from 21–22 February 2020. The aim of the Think Tank session was to bring together expert minds to benefit the sector from the collective experience to discuss and to make recommendations to the sector on how best to incrementally establish focus schools. The Think Tank shared various ideas to stimulate robust debate, generate new ideas and offering creative, yet practical solutions to tackle the challenges associated with the establishment of focus schools.

Development of Occupational Curricula: Subject Specialist for Services revised the CAPS for year 1–4 and aligned the assessment to the General Education Certificate (GEC). A CAPS document was developed for Grades 8 and 9, in the following subjects:

- Ancillary Health Care;
- Beauty and Nail Technology;
- Hairdressing;
- Hospitality Studies; and
- Consumer Studies.

Learner and teacher guides including exemplar formal assessment tasks for the aforementioned subjects, for both year 1–4 and Grades 8 and 9 were also developed.

Development of the NSC Qualification at Level 4: A revised and amended NSC Level 4 Qualification was submitted for approval by Umalusi and registration by South African Qualification Authority (SAQA).

Career Development Services: 639 Clients visited the DBE Khetha Walk-in Centre and received comprehensive, quality career information and advice.

Inclusive Education

Monitoring the implementation of Inclusive Education: Conducted oversight visits in Eastern Cape, Gauteng, KwaZulu-Natal, North West and Northern Cape to provide support on the implementation of the Education White Paper 6. Four (4) institutions were sampled from two (2) districts (except for Northern Cape) for each province, namely: a special care centre; special school; full-service school and a public ordinary school. Findings included the following: Some visited schools reported that they received support from the **District-based Support Teams** (DBSTs), although for many, this support was largely from Inclusive Education Programme. **School-based Support Teams** (SBSTs) had been established in the schools visited, some SBSTs were not functional and there is minimal or no involvement of the DBSTs with the implementation of the Conditional Grant on Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID).

Management of the implementation of the Technical Occupational Stream: Exploratory visits were made to two (2) Schools of Skill in each of the four (4) Provincial Education Departments, namely, Gauteng, KwaZulu-Natal, North West and Western Cape. The intention was to assess the implementation of the Technical Occupational Stream in the Schools of Skill and to prepare for developing a framework or guideline on how Schools of Skill must be located within the Three-Stream Model.

Management of the implementation of the Policy on the Quality of Education and Support for Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID):

Provision of outreach services to special care centres: 186 transversal itinerant outreach team members were appointed; eight (8) provincial C/LSPID Grant Managers facilitated the provision of a range of outreach services to 476 special care centres and 8 371 learners enrolled in these special care centres in all provinces. The 2016 Learning Programme for C/LSPID was repackaged into the 2019 Learning Programme. 182 officials, consisting of transversal itinerant outreach team members, provincial C/LSPID Grant Managers and district officials were trained on the revised Learning Programme. A total of 4 308 learners with profound intellectual disability benefited from the learning programme for C/LSPID.

The **2020/21 C/LSPID Conditional Grant Framework and Provincial Business Plans** were developed and approved by the Director-General and used by PEDs to develop eight (8) Provincial 2020/21 C/LSPID Business Plans. Provincial annual evaluation of the C/LSPID Conditional Grant, reporting template and data collection tool were developed and shared with PEDs to use when evaluating the 2019/20 grant performance in provinces as required by the 2019 Division of Revenue Act (DoRA).

Monitoring the implementation of the Screening, Identification, Assessment and Support (SIAS) Policy and Curriculum Differentiation: Monitoring of the implementation of the SIAS policy was conducted every quarter. The progressive roll-out of SIAS Policy and Curriculum Differentiation for 2019/20 reached 113 204 teachers and 5 821 officials.

Guidelines on Resourcing of an Inclusive Education and Training System: In order to escalate the implementation of the inclusive education system, the draft guidelines for resourcing an Inclusive Education system were developed. Two-phase sessions of analysing and integrating public submissions into the Guidelines were held on 22–23 July and 4–6 September 2019 respectively.

The development of the National Curriculum Statement Grades R–5 for Learners: with Severe Intellectual Disability (SID): The DBE developed mark schedules for Grades R–5 learners, to support schools who are struggling to develop mark schedules. A total of 4 547 learners with severe intellectual disability are utilising the curriculum for SID.

Monitoring and strengthening of Special Schools through the provision of ICT platforms and specialised Assistive Devices: The roll-out of connectivity and specialised devices to Special Schools is underway. Vodacom and MTN have both completed their pilot schools. The DBE together with the Independent Communications Authority of South Africa (ICASA) and the Department of Telecommunications and Postal Services (DTPS) visited Bartimea School for the blind and deaf in Free State on 5 August 2019 to support Liquid Telecoms to complete their assessment.

Three of the four (4) pilot schools were completed in quarter 3, namely Halen Franz (Limpopo) which was completed by MTN, St Thomas School for the Deaf (Eastern Cape) which was completed by Vodacom and Bartimea School for the Deaf and Blind (Free State) which was completed by Liquid Telecoms. DBE, ICASA, DTPS and the Telecoms companies visited six (6) provinces (EC, LP, MP, FS and NC) to engage with Special School principals, therapists, provincial ICT and e-learning, and Inclusive Education special school coordinators at province and district level.

Designation, conversion and resourcing of full-service schools: Circular S4 of 2019 was sent to PEDs to provide guidance on the implementation of the recommendations of the Auditor-General of South Africa. In addition, Standard Operating Procedures for the Designation, Conversion and Resourcing of Full-Service Schools were developed and the document is being prepared for approval and distribution to provinces.

Strengthening Communication in the Basic Education Sector:

Inter-sectoral Steering Committee for Child Justice: The DBE submitted the 2018/19 Annual Report on Child Justice for further processing in preparation for presentation to Cabinet. The DBE collaborated with the Departments of Social Development and Health to develop a draft project and implementation plans and submitted this to the Centre for Child Law (CCL) and the SA Federation of Mental Health (SAFMH) as required and in accordance with implications of Case No. 73662/16 of the High Court of South Africa, Gauteng Provincial Division, Pretoria.

Specialised Teacher Training - Development of an Inclusive Education Curriculum for Universities (Teaching for All): Inclusive Education collaborated with the British Council, DHET and MIET Africa on the Teaching for All project, to finalise the curriculum for Inclusive Education that will be taught at second-year BEd degree level at 12 universities. This has also led to the drafting of a CPTD training course for in-service teachers.

Strengthening stakeholders' collaboration in providing services to C/LSPID: Collaborated with the DoH, DSD and Department of Transport (DoT) to develop a consolidated plan to strengthen the provisioning of services to learners with profound intellectual disability. The DBE participated in the Joint Special Expanded Public Works Programme (EPWP) Social Sector National Steering Committee Meeting with the DSD Coordinating Forum, introduced the intervention in special care centres and explored the possibility of special care centres, caregivers and school class assistants participating in the EPWP.

VVOB and DBE Collaboration: The DBE and VVOB held a planning session on activities for 2020, in which it was agreed that the Inclusive Education symposium must continue as this benefits teachers in the system. IE and VVOB, together with NW University and other organisations, will work together to ensure the continuation of the symposium in 2020.

International Forum on Inclusion and Equity in Education: The DBE attended and presented at the Forum, held on 11–13 September 2019, at Valle del Pacífico Convention Centre, Cali, Colombia. Among others, the Forum was attended by policymakers, education practitioners, civil society organisations, non-governmental organisations, United Nations agencies, development partners and the private sector.

Early Childhood Development (ECD)

Training of ECD Practitioners:

A total of 14 008 ECD practitioners across all the provinces were trained on the South African National Curriculum Framework for Children from Birth to Four (NCF). A total of 180 South African Congress of Early Childhood Development (SACECD) trainers were trained on the implementation of the NCF for children from birth to four. Of the 42 000 ECD practitioners targeted to complete the online training programme on play-based learning, by 31 March 2020, 69 372 had completed the ECD P.L.A.Y. online training courses. Out of a target of 3 100 for the 2019/20 year, a total of 4 905 ECD practitioners were enrolled and are being trained for the NQF Level 4 qualification.

Monitoring and support of ECD centres: 1 106 ECD centres were monitored and supported across all the provinces.

Function Shift of ECD from the DSD to the DBE:

The following progress was made on the migration of responsibilities for ECD from the DSD to the DBE:

(a) Eight (8) Workstreams were established between the DBE and DSD to focus on specific areas of service delivery including: Legislation and Policy; Finance; Infrastructure; Human Resources; Governance, Curriculum and Services; Communication and Advocacy; Monitoring and Evaluation; as well as Health and Nutrition;

(b) Developed a draft National ECD Framework and conducted two main consultation sessions in January and February 2020;

(c) Drafted the Presidential Proclamation and translated it to all official languages; and

(d) Contracted the Government Technical Advisory Centre (GTAC) to guide both the DBE and the DSD through the function shift process as specified in the handbook for function shifts within the government.

Second Chance Matric Programme (SCMP)

The SCMP programme targeted to support 40 000 learners to achieve subject passes in the current financial year. Based on the results of the May–June and October–November 2019 examinations, a total number of 40 531 learners have achieved subject passes for both the amended Senior Certificate and NSC.

The Programme has facilitated the establishment of more than 90 face-to-face centres and appointed more than 1 200 teachers and 90 centre managers to teach in Phase 1 (February–June 2020). The classes were held in school facilities after school hours and over weekends.

The Programme provided support to more than 325 619 learners who have registered for the NSC and amended Senior Certificate in the May/June 2020 examinations The Programme also provided support to learners through the following platforms:

- Face-to-face centres;
- Television and radio broadcasting;
- Provision of online resources through the SCMP website;
- Installation of 27 Content Access Points devices in selected centres that do not have access to the Internet; and
- Other 27 CAPs were installed in public libraries that are not connected to the Internet as part of the agreement between the DBE and the National Library of South Africa.

LTSMs and other e-resources were procured and delivered to PEDs, Districts and second chance learners.

The Development of Study Guides: The DBE has funded and facilitated the development of Mind the Gap Study Guides as follows:

- A total of 43 Literature study guides covering all the Home Languages;
- A total of 45 study guides for EFAL (6), Afrikaans (2), African Languages (33) and English HL (4);
- A total of 57 South African Sign Language (SASL) LTSMs. Of the 57 SASL LTSMs, 47 materials have been approved and 10 are still to be finalised. The outstanding 10 will be completed in the next financial year; and
- Self-Study Guides in the FET Subjects of Music and Visual Arts.

Roadshows to raise awareness about the Programme: Working in collaboration with the office of the Minister, the SCMP conducted 12 roadshows in provinces to raise awareness about the Programme to out-of-school youth and members of the public.

More than 5 000 attendees signed the attendance registers during the roadshows. As a result of the roadshows, more adult learners have registered for the NSC and the amended SC examinations and the SCMP was able to reach its annual target.

Entities such as SETAs, NGOs, Khetha Career Awareness, NYDA, National Student Financial Aid Scheme (NSFAS) and higher learning institutions were invited to provide career information and other opportunities available to out-of-school youth.

In some cases, religious organisations hosted roadshows during their normal programmes wherein the officials presented the SCMP programme. The DBE held two roadshows to raise awareness about the opportunities the programme provides to people with disabilities.

Inter-Provincial Meetings: SCMP held an Inter-Provincial Meeting to discuss the 2019 NSC results and the implementation plans of the 2020 academic year on 7 February 2020. The meeting also discussed other activities including the teacher orientation workshops that was planned to be held in provinces. The meeting agreed on the following issues:

- Schedule of the 2020 Phase 1 classes;
- Processes to speed up the teacher's payment claims;
- Organisation of the planned teacher's orientation workshops,
- Schedule of the delivery of LTSMs; and
- Reimbursement of schools hosting face-to-face centres.

The DBE informed the meeting about the process of reconfiguring the SCMP where it is proposed that the SCMP should cater for youth not in employment, education and training (NEET).

Partnerships and collaborations: The SCMP has established partnerships with the Vodacom Foundation, Unisa centres, NYDA, DHET and public libraries to increase access for out-of-school youth to the information about registration and to access the freely available resources provided through the Programme. Activities emanating from the Partnerships are as follows:

- 67 community centres of the DHET were provided with DVDs containing selected content;
- The Programme donated LTSMs for 20 000 learners studying through the DHET Community of Learning Centres;
- The DBE website was made available at the 122 Vodacom Teacher Centres and 43 Unisa centres; and
- The online resources were made available through the 600 Mzansi Public Libraries.

An electronic system to trace learners who access and use the online and broadcasting educational resources of the Programme was not procured due to delays in the appointment of an IT Manager. As a result, SITA, which is key in any IT project in government, could not participate.

4.2.6. PROGRAMME PERFORMANCE INDICATORS

Table 25. Programme Performance Indicators

Strategic objectives	Performance Indicator		2016/17	2017/18	2018/19	2019/20			
			Actual Achievement	Actual Achievement	Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
2.1. Develop and distribute digital content annually to promote e-learning in schools.	2.1.1	Number of schools per province monitored for utilisation of ICT resources.	10	27 schools monitored.	27	27 annually	27	No deviation.	Not applicable.
	2.1.2	Number of off-line digital content resources developed.	4	6 off-line digital content resources developed.	8	10 annually	10	No deviation.	Not applicable.
2.2. Develop, print and distribute workbooks to schools annually for Grades R to 9 in order to support teaching and learning.	2.2.1	Percentage of public schools with Home Language workbooks for learners in Grades 1 to 6.	100%	100% Volume 1 and Volume 2 Grade 1–6 Home Language workbooks were delivered to 100% schools.	Volume 1: 100% (17 316/ 17 316) Volume 2: 100% (17 341/ 17 341)	100% annually	100% (17 236/ 17 236)	No deviation.	Not applicable.
	2.2.2	Percentage of public schools with Mathematics workbooks for learners in Grades 1 to 9.	100%	100% Volume 1 and Volume 2 Grade 1–9 Mathematics workbooks were delivered to 100% schools.	Volume 1: 100% (23 223/ 23 223) Volume 2: 100% (23 201/ 23 201)	100% annually	100% (23 177/ 23 177)	No deviation.	Not applicable.
	2.2.3	Percentage of public schools with workbooks for Grade R.	100%	100% Terms 1–4 Grade R workbooks were delivered to 100% schools.	100% (16 347/ 16 347)	100% annually	100% (16 317/ 16 317)	No deviation.	Not applicable.
2.3. Monitor and support the implementation of the National Curriculum Statement (NCS) on Reading in Grades R to 9 each year in order to improve teaching and learning.	2.3.1	Number of schools monitored on the implementation of the reading norms.	20	20 schools monitored: 10 school visits monitored and 10 schools desktop monitored.	22	20 annually	20	No deviation.	Not applicable.
	2.3.2	Number of schools monitored on the implementation of the Incremental Introduction to African Languages nationally.	20	20 schools monitored: 10 school visits monitored and 10 schools desktop monitored.	20	20 annually	20	No deviation.	Not applicable.
	2.3.3	Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA).	20	50 underperforming: 25 school visits monitored and 25 schools desktop monitored.	92	100 annually	100	No deviation.	Not applicable.

Strategic objectives	Performance Indicator		2016/17	2017/18	2018/19	2019/20			
			Actual Achievement	Actual Achievement	Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
2.4. Develop and review MST Framework to support provinces in improving learner performance in Mathematics, Science and Technology subjects.	2.4.1	Number of training sessions of CAPS for Technical subjects monitored.	9 training centres visited and 27 visits conducted to these training centres.		10	5 quarterly	3	-2	LP and NW cancelled the training sessions, hence the planned monitoring could not take place. The two provinces struggled with SCM approvals as they had not managed to Sign the Service Levels Agreements with The Training Centers. DBE was ready to Monitor but with SLAs no training could be conducted. Emails from provinces In this regard as available.
	2.4.2	Number of technical schools monitored for implementation of CAPS.	33 technical schools visited 6 in Q1 12 in Q2 9 in Q3 6 in Q4.		54	18 quarterly	18	No deviation	Not applicable.
2.5. Develop, monitor and support the implementation of policies and programmes for improving the quality of education in rural schools.	2.5.1	Number of schools with multi-grade classes monitored for implementing the Multi-Grade Toolkit.		140	142	72 quarterly	72	No deviation	Not applicable.
	2.5.2	Number of advocacy campaigns conducted on the Rural Education Framework in the provinces.			9	9 quarterly	6	-3	The National lockdown prohibited visits to WC, MP and EC

Strategic objectives	Performance Indicator		2016/17	2017/18	2018/19	2019/20			
			Actual Achievement	Actual Achievement	Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
2.6. Provide support to learners who have not achieved all the requirements of the NSC through the Second Chance Matric Programme.	2.6.1	Number of learners obtaining subject passes towards an NSC or extended Senior Certificate, including upgraded NSC per year.			64 062	30 000 bi-annually	40 531 NSC: 963 SC: 39 568	+10 531	More learners registered for the Programme and support/ resources were provided.
2.7. To ensure that learners with severe to profound intellectual disabilities access quality publicly funded education and support.	2.7.1	Number of Children/ Learners with Severe to Profound Intellectual Disability (C/ LSPID) using the CAPS Grade R–5 for SID and Learning Programme for C/LSPID.			6 416	3 327 annually	8 855 Profound Intellectual Disability (PID): 4 308 Severe Intellectual Disability (SID): 4 547	+5 528	Support provided to the PEDs and database management.

Strategy to overcome areas of underperformance

Indicators: 2.4.1 and 2.5.2

Letters were sent to PEDs requesting HoDs to sign Service Level Agreements (SLAs) with service providers to ensure that monitoring takes place in the current financial year.

Changes to planned targets

No targets were changed in-year in 2019/20.

Linking performance with budgets

The underspending on this item was due to delay in delivery of the IT equipment including tablets for schools as a result of the COVID-19 outbreak as well as delay in invoices for travelling and subsistence.

Curriculum Implementation and Monitoring

An amount of approximately R90 000 had been allocated and an order was issued to that effect to procure ICT equipment (printer and laptop). However, the supplier could not deliver due to the outbreak of COVID-19 and subsequent lockdown.

Curriculum and Quality Enhancement

Sub-Programme Expenditure

Table 26. Sub-programme expenditure

Programme Management: Curriculum Policy, Support and Monitoring	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	3 449	3 375	74	3 392	3 173	219
Payments for capital assets	31	30	1	32	31	1
Total	**3 480**	**3 405**	**75**	**3 425**	**3 205**	**220**

Curriculum Implementation and Monitoring	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	153 687	147 344	6 343	130 951	130 916	35
Transfers and subsidies	221 618	213 212	8 406	187 828	181 837	5 991
Payments for capital assets	563	622	(59)	804	336	468
Payments for financial assets	-	5	(5)	-	-	-
Total	**375 868**	**361 183**	**14 685**	**319 583**	**313 089**	**6 494**

Kha Ri Gude	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	-	-	-	4 901	4 898	3
Total	**-**	**-**	**-**	**4 901**	**4 898**	**3**

Curriculum and Quality Enhancement	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	1 173 295	1 124 606	48 689	1 162 685	1 109 690	52 995
Transfers and subsidies	391 406	391 405	1	370 541	370 540	1
Payments for capital assets	457	281	176	537	753	(216)
Payments for financial assets	-	-	-	17	16	1
Total	**1 565 158**	**1 516 292**	**48 866**	**1 533 780**	**1 480 999**	**52 781**

4.3. PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT

4.3.1. PURPOSE

The purpose of Programme 3 is to promote quality teaching and institutional performance through the effective supply, development and utilisation of human resources.

4.3.2. LIST OF SUB-PROGRAMMES

Programme Management: Teacher and Professional Development; Labour Relations and Human Resources Planning; Education Human Resources Development; and Curriculum and Professional Development Institute and Educator Performance Management & Development and Whole School Evaluation.

4.3.3. STRATEGIC OBJECTIVES

- Monitor the basic functionality of schools and school governing bodies on an annual basis in order to improve school effectiveness and accountability;
- Identify and recruit the youth from all provinces for the Funza Lushaka bursary programme in order to increase the supply of young teachers in the education system;
- Administer the diagnostic self-assessment tests to Mathematics, English First Additional Language, Physical Sciences and Accounting teachers in order to determine their content training needs;
- Monitor the implementation of performance management systems in Provincial Education Departments (PEDs) annually in order to strengthen accountability of schools and office-based educators; and
- Monitor the implementation of the post provision policy and the model annually per province to ensure that there is an equitable distribution of teachers.

4.3.4. PROGRAMME OVERVIEW

The Programme: Teachers, Education Human Resources and Institutional Development is responsible for promoting quality teaching and institutional performance through the effective supply, development and utilisation of human resources in the basic education sector. The work of the Programme is strongly aligned with the imperatives of the basic education sector and as such captured in the *Action Plan to 2019: Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goals on teacher supply, development and utilisation:

Action Plan Goals on Teacher Supply, Development and Utilisation

Goal 14: Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.

Goal 15: Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.

Goal 16: Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.

Goal 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

Goal 19: Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.

Goal 20: Increase access among learners to a wide range of media, including computers, which enrich their education.

Goal 21: Ensure that the basic annual management process takes place across all schools in the country in a way that contributes towards a functional school environment.

Goal 22: Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.

4.3.5. PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

EDUCATION HUMAN RESOURCE MANAGEMENT

Educator Performance Management and Development and Whole School Evaluation

INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS):

Monitoring and support: The Integrated Quality Management System (IQMS) is informed by Collective Agreement Number 8 of 2003. One of the purposes of the IQMS is to promote accountability in schools through educator evaluations and support.

The implementation of IQMS was monitored in seven (7) provinces and districts and 29 schools.

The purpose of the intervention was to support and strengthen the utilisation of data emanating from the 2019 summative evaluations. A total of 624 summative evaluations and 562 Personal Growth Plans (PGPs) of educators were scrutinised to establish the development needs of educators. The key areas identified for further support in the districts included knowledge of subject content, learner assessment skills, the creation of a positive learning environment as well as managing learner discipline in the classroom.

Sector Support on IQMS implementation: IQMS Quarterly Reports for 2019/20 were developed. The reports show that provincial coordinators monitored a total of 4 819 schools to strengthen performance management and enhance accountability. In addition, a total of 20 999 educators participated in workshops and information sessions on IQMS implementation. Included in this figure are 3 175 new entrants to teaching and 507 newly appointed members of school management teams.

Collective Agreement 2 of 2014: Collective Agreement Number 2 of 2014 on the Quality Management System (QMS) for school-based educators was finalised at the Education Labour Relations Council (ELRC) on 3 September 2019. The agreement has streamlined educator appraisals and strengthens accountability by introducing a work plan agreement for School Management Teams.

Resource materials for advocacy and training on the QMS were developed in collaboration with the ELRC. Subsequently, training and advocacy on the QMS commenced in February 2020 with capacity building of a core team of 30 facilitators. This was followed with the training of a National Training Team (NTT) comprising 147 provincial officials and teacher union representatives. The NTT will be responsible for the roll-out of the initial training on the QMS across provinces.

EDUCATION MANAGEMENT SYSTEM: PERFORMANCE MANAGEMENT DEVELOPMENT SYSTEM (EMS: PMDS)

Monitoring and oversight visits: During 2019/20, seven (7) provinces and districts were monitored as follows:

Province	District
KwaZulu-Natal	Umlazi
North West	Bojanala
Mpumalanga	Nkangala
Northern Cape	Frances Baard
Eastern Cape	Sarah Baartman
Limpopo	Vhembe East
Western Cape	Metropole Central

A total of 144 job descriptions as well as 168 Performance Agreements, Work Plans, Personal Development Plans and mid-year assessments were reviewed and seven (7) monitoring reports with findings and recommendations for each District and Provincial Head Office were developed.

Resource development: A guideline on the implementation and monitoring of Collective Agreement 3 of 2017 was developed. Its purpose is to strengthen the implementation of the performance management and development system for office-based educators. The guideline document was tabled and supported at the ELRC Council meeting on 28 August 2019.

SKILLS DEVELOPMENT

On-site monitoring: During 2019/20, monitoring was conducted in six (6) provinces and districts. The monitoring showed that compliance on the utilisation of the 1% skills levy is influenced by contextual factors while the actual budget allocation for skills development varies across provinces. It was also found that provinces had developed their Work Skills Plan Reports for submission to the ETDP SETA. However, the lack of adequate skills development coordination at district level needs to be addressed.

WHOLE SCHOOL EVALUATION (WSE)

The National Policy on Whole School Evaluation (Government Gazette Vol. 433: No. 22512) provides the legislative mandate for the implementation of WSE in the sector. As a programme WSE provides the opportunity for acknowledging the achievements of a school as well as for identifying areas that need attention.

During the period under review, deliberations with provinces focused on tools and templates to strengthen implementation and reposition WSE in provinces as per the 2018 Lekgotla resolutions.

School Self-Evaluation: School Self-Evaluation (SSE) is a process of reflection on practice, made systematic and transparent, to improve learner performance, teaching practice and school functionality. Focus group engagements were undertaken with provinces to consult on reconfiguring the SSE instrument, as follows: Free State (24 October 2019); North West; Limpopo and Mpumalanga (31 October 2019); Eastern Cape (7 November 2019); and Gauteng (5 November 2019). As a result of these engagements, a revised SSE instrument was developed for testing. The tool has been streamlined and made user friendly on the MS Word platform for all nine areas of evaluation.

Resource Development: The instrument used by the WSE supervisors to conduct external evaluations while on-site at schools was reconfigured for use during the next MTSF period. Through deliberations with provincial representatives, a WSE indicator framework was developed. This includes indicators for all nine focus areas which will inform the WSE external evaluation school report. Subsequently, a comprehensive package of tools and templates were developed.

Capacity building: Four (4) training sessions were undertaken to orientate WSE supervisors on using indicators when evaluating schools. The training took place as follows: KwaZulu-Natal (16–17 April 2019); Eastern Cape (8–10 May 2019); Mpumalanga (14 May 2019); and North West (5–6 February 2020). The WSE supervisors were receptive to utilising the reconfigured evaluation instrument and participated constructively in the discussions and practical exercises.

Sector activities: During the 2019 academic year, PEDs reported that a total of 218 schools were externally evaluated in five (5) provinces: Eastern Cape, Gauteng, KwaZulu-Natal, Mpumalanga and Western Cape. The external evaluations incorporated 1 634 lesson observations in classrooms. Free State and Northern Cape focused exclusively on advocacy and training on SSE and SIP implementation.

It is pleasing to report that at strategic planning sessions during 2019/20, the Free State and Northern Cape resolved to strengthen WSE implementation. In January 2020, the North West WSE unit was officially re-established with the appointment of four (4) officials.

Skills Development monitoring could not proceed in Limpopo as the province requested a postponement due to a lack of capacity at both the Head Office and Vhembe East District. Follow-up monitoring will be scheduled in 2020.

Education Human Resource Planning, Provisioning and Monitoring

Monitoring and reporting on the number of qualified educators aged 30 years and below:

A total of 17 766 young and qualified educators were appointed in posts in the PEDs during 2019/20 of which 3 449 were permanent; 10 360 were temporary and 3 957 were substitute/ relief appointments.

Table 27. Distribution of newly appointed young educators in the provinces

PROVINCE	QUARTER 1				QUARTER 2				QUARTER 3				QUARTER 4				
	Permanent	Relieve	Temporary	Q1 Total	Permanent	Relieve	Temporary	Q2 Total	Permanent	Relieve	Temporary	Q3 Total	Permanent	Relieve	Temporary	Q4 Total	TOTAL
EC	283	170	172	625	142	158	100	400	30	58	60	148	52	7	32	91	1 264
FS	58		291	349	42		166	208	7		51	58	59		42	101	716
GP	26		1 507	1 533	28		979	1 007	20		413	433	36		580	616	3 589
KZN	444	567	606	1 617	511	487	426	1 424	133	188	106	427	47	21	17	85	3 553
LP	300	312	137	749	165	280	60	505	83	123	15	221	141	407	27	575	2 050
MP	54	164	375	593	29	167	181	377	13	58	43	114	20	16	65	101	1 185
NW	8	94	307	409	12	66	195	273	6	35	90	131	117	14	218	349	1 162
NC	1	23	45	69		36	41	77	1	6	12	19	23	26	278	327	492
WC	312	190	752	1254	115	158	928	1 201	40	54	88	182	91	72	955	1118	3 755
TOT	**1 486**	**1 520**	**4 192**	**7 198**	**1 044**	**1 352**	**3 076**	**5 472**	**333**	**522**	**878**	**1 733**	**586**	**563**	**2 214**	**3 363**	**17 766**

Source: PERSAL

Monitoring and support of the implementation of the educator Post Provisioning Norms: As part of improving the implementation of the post provisioning policy in the PEDs to ensure the equitable distribution of quality educators to schools, the Department has strengthened the monitoring and support. The focus was on the monitoring of the implementation of the 2020 post provisioning processes. The following was achieved:

- Signed-off implementation plans from seven (7) PEDs were received and analysed in August 2019. This was in preparation for the monitoring declaration and implementation of the 2020 post establishments;
- Seven (7) PEDs submitted their plans for implementation of school post establishments for 2019 in September 2019 and two (2) reports are outstanding. This is part of monitoring compliance with the post provisioning norms and policy in terms of time frames and norms for provisioning of educators;
- The focus of monitoring for the third quarter was on ensuring that all PEDs have declared the post basket for 2020 and accordingly distributed final post establishments to schools by 30 September 2019. This is a critical milestone towards school readiness as it triggers other processes including the declaration of posts in addition and identification of vacancies. Only Mpumalanga PED finalised and distributed the final post establishments to schools later than 30 September 2019 due to delays in consultations with social partners regarding the number of posts declared; and
- A total of nine (9) provincial visits were successfully undertaken in 2019/20. A formal monitoring template was administered covering all aspects required for compliance and successful implementation. A consolidated report will be completed detailing the state of implementation.

Monitoring and supporting the placement of Funza Lushaka graduates in PEDs: 81% (3 594 of 4 418) graduates eligible for placement were placed as at the end of December 2019. A total of 824 graduates were not placed in 2019. The placement rate was below the normal trend of 85%–90% placement achieved over the previous years. PEDs that recorded below-average placement are Western Cape (68%), KwaZulu-Natal (74%) and Mpumalanga (77%). PEDs that recorded the highest placement rate were North West (99%) and Free State (94%).

Table 28. Placement of Funza Lushaka graduates in PEDs

PED	Placed	Not Placed	Total	Placement%
EC	620	136	756	82%
FS	260	18	278	94%
GP	741	160	901	82%
KZN	524	182	706	74%
LP	431	58	489	88%
MP	314	95	409	77%
NW	292	3	295	99%
NC	58	9	67	87%
WC	354	163	517	68%
Total	**3 594**	**824**	**4 418**	**81%**

Source: PERSAL and PED Reporting

Implementation of the new salary structure for educators in line with the 2018 salary agreement on equalisation of pay progression: The 2018 salary agreement introduced an equalisation clause, which was aimed at achieving parity in pay progression to 1.5% across the public service. In particular, moving the pay progression for educators from 1% to 1.5%. The implementation was staggered over two years starting with moving pay progression to 1.3% in July 2018 and finally to 1.5% in July 2019. The new salary structure which takes into account the second and last increment to achieve equalisation has been finalised. All PEDs have implemented pay progression to all qualifying educators in July and August in steps of 1% and 0.5% respectively to achieve the agreed 1.5% equalisation. The following was achieved:

- The new salary scale for educators which took into account the revised pay progression to 1.5% was finalised. Pay progression for qualifying educators was paid effectively from 1 July 2019; and
- The Business Rules which set out the implementation of the revised salary scale were developed and shared with PEDs to facilitate implementation.

Maintenance of the National Recruitment Database for educators: The Department is maintaining a national database of educators seeking employment which is availed as an alternative source of supply for schools. Principals are able to access the database of profiles of unemployed educators through the Departmental website and request their recruitment target profile. In total 1 293 new applications were received during the financial year and 40 direct requests for information from principals were received as follows:

- The total number of educators seeking employment in the database had reduced from 6 004 to 3 455 at the beginning of July 2019 following the cleaning of the data to remove educators already appointed in the system. An additional 420 applications were received and captured during the quarter to September 2019. Sixteen requests for detailed educator information, which is an indication of the utilisation of the database, were received during this period; and
- By January 2020, the number had reduced to 2 432 qualified unemployed educators. Additional 189 new applications were received and captured. Fourteen additional requests for detailed educator information, which is an indication of the utilisation of the database, were received during the fourth quarter.

Intervention on Human Resource matters in the North West: The Management Plan for outstanding activities identified during the intervention of the North West for the 2019/20 financial year for human resource matters has been developed. This is monitored and reported on bi-weekly.

Education Labour Relations and Conditions of Service

Promoting a climate of labour peace in the education sector through stakeholder relations, including dispute management: Section 8 (1) of the National Education Policy Act, Act 27 of 1996 requires the Minister to monitor and evaluate education through standards of education provision, delivery and performance throughout the Republic of South Africa. The DBE has from time to time visited or requested information from any PED to monitor and evaluate the effective implementations of the Conditions of Service of educators as encapsulated in the EEA. To achieve the above, the DBE has visited three (3) PEDs, namely Gauteng, Eastern Cape and Northern Cape, to monitor, evaluate and provide support in the implementation of Collective Agreements.

ELRC: The ELRC activities below are embarked on in an effort to maintain labour peace through negotiations in the ELRC and Public Service Coordinating Bargaining Council (PSCBC) to avoid negative effects on the teaching and learning through possible industrial action.

Guidelines for the implementation and monitoring of the Education Management Service-Performance Management and Development System (EMS-PMDS) for office-based educators: These guidelines are responding to paragraph 9 of Collective Agreement 3 of 2017 which stipulates that an employer must develop guidelines to enhance the collective agreement.

All the decisions taken in relation to the agreement are in line with the Public Service Act and Regulations applicable to office-based educators. (see DPSA Circular No. 1 of 2019). The guidelines included the monitoring template that the provinces and districts can use.

Early Childhood Development (ECD): The DPSA tasked the PSCBC to invite the DBE, DoH, DSD and the two (2) Bargaining Councils that are involved, the ELRC and the Public Health and Social Development Bargaining Council (PHSDSBC). The purpose of this meeting was to outline the responsibilities of the bargaining councils and the three (3) government departments in relation to the migration of the ECD function.

The DBE as the employer party in the ELRC is responsible for ensuring that the mandate of the employer in relation to the conditions of service of the ECD practitioners and other related matters is carried forward, whether in the Task Teams or workstreams of the ELRC.

Standard Operations Procedure: The Standard Operations Procedures (Protocol) on the facilitation of an understanding of the distinctiveness, interdependence and interrelatedness of the employers of educators, the SACE, the DSD, the Department of Justice and Constitutional Development, the ELRC and a School Governing Body in so far as it relates to the disciplinary Code and Procedure, the Code of Professional Ethics applicable to educators and the procedures relating to the care and protection of children determine in the Children's Act and the Criminal Law (Sexual Offences and Related Matters) Amendment Act, Act 32 of 2007, respectively, was finalised and presented to the October 2019 HEDCOM meeting for the HoDs' signatures.

The HEDCOM approved the Standard Operations Procedures (Protocol) and the document was signed by the HoDs at the HEDCOM meeting held in October 2019.

Resolution of queries: 111 queries in relation to the conditions of employment of educators were received from the Director-General's office of which, 60 were finalised; 23 referred to the relevant PEDs for their attention as matters were more relevant to the provincial administration and some were referred for more information from the PEDs to enable the DBE to respond adequately to the complainants. However, of those that were referred for more information, only the Western Cape Education Department responded: six (6) were found to be outside the jurisdiction of the DBE, six (6) were re-routed as they were not labour relations issues, and five (5) were correctly addressed to the relevant employer.

Regulating labour relations within the education sector through collective bargaining consultation in the ELRC and PSCBC:

Quality Management System (QMS): The ELRC Collective Agreement 2 of 2014 on the QMS for School-Based Educators was signed in 2014 by two (2) out of three (3) parties to the ELRC Council. In September 2019, the remaining party appended its signature on the Collective Agreement and drew up an addendum and presented to parties for adoption.

Following the signing of the addendum, an implementation plan including a training programme was jointly drawn up by all parties to commence timeously with the relevant training.

The CEM at its meeting held on 5 March 2020 approved and supported the advocacy, training, implementation and funding of QMS across PEDs.

The rolling out of training commenced with the training of the Core Training Team (CTT) that took place on 17–18 February 2020 followed by the National Training Team (NTT) Clusters 1 and 3 on 27–28 February 2020 and Cluster 2 on 2–3 March 2020.

The achievement is marked by the three (3) successful training of the CTT and two (2) Clusters of the NTTs.

Prevention of re-employment of former Educators deemed dismissed: An outcry came to the attention of the Minister of Public Service and Administration (MPSA) who in terms of section 17(4) of the Public Service Act is required to prescribe periods after which employees dismissed for misconduct, may be re-appointed in the Public Service.

Engagements at the ELRC ensued to deal with an outcry from former employees dismissed for various acts of misconduct and prevented from re-employment due to policy.

The aim is to regulate the period of prevention of re-employment of former educators dismissed or deemed dismissed for misconduct or deemed resigned and to provide for a procedure for the re-employment of former educators dismissed or deemed discharged for misconduct or deemed resigned.

Other matters on the agenda of the ELRC included:

- Proposed 2022 School Calendar;
- Draft Collective Agreement: Salary Structure for Educators;
- Draft Collective Agreement: Agreement on the Rewards, Incentives and Performance Bonus for Educators Employed in Terms of Employment of Educators Act (Act 76 of 1998); and
- Conditions of Service for Grade R Educators.

The Protocol Document between SACE and employers on Managing Educators Conduct (This document was concluded by parties and is ready for gazetting): The purpose of this document is to facilitate an understanding of distinctiveness, interdependence and interrelatedness of the Departments and the SACE regarding the disciplinary Code and Procedure and the Code of Professional Ethics applicable to educators.

Early Childhood Development (ECD) Workstream: The DBE coordinated ongoing dialogues among stakeholders on pertinent education matters in pursuit of labour peace and quality education in public schools. The dialogues also aimed to actualise the strategic imperatives of government, teacher unions and other education stakeholders in relation to public education through the ECD workstream meetings held regularly to produce a report guiding the Department on the approach to ECD matters.

PSCBC: The PSCBC held four (4) meetings in the year under review, three of them were to deal with the Configuration of Departments. An agreement was reached on 25 September 2019 and a PSCBC Resolution was circulated for signatures.

The Resolution seeks to:

- give effect to the changes and reconfiguration of the National Executive, National Departments as announced by the President for the 6th Administration, and as contained in the ToR dated 30 July 2019;
- give effect to the changes and re-configuration of the Provincial Executive and Provincial Departments as pronounced by the Premier;
- Ensure alignment between the announced Cabinet portfolios and the administrative structures in support of Ministers responsible for such portfolios;
    - To provide guidelines on the identification, transfer and placement of staff in a transparent, fair and inclusive process that allows meaningful participation and consultation with all stakeholders. The PSCBC held a bargaining meeting on 25 February 2020 where the following matters were discussed: Clause 8.1.2 Resolution 4 of 2015, Clause 8.1.3: Resolution 5 of 2015;
    - (Clause 3); and
    - Amendment of scope: ELRC-TVET and CET College teaching staff; and
- Revised Public Service HRD Strategic Framework.

Wage Negotiations: The PSCBC held Employer Caucus and Council meetings on 24, 26 and 27 February and 17 and 25 March 2020 respectively. The purpose was to strategise the way forward in the Management of the Wage Bill after the rejection of the employer proposal by labour parties.

Creating a positive legislative framework that promotes and maintains Conditions of Service for Educators: The amendments to the Personnel Administration Measures (PAM) were last gazetted in February 2016. Due to the new developments in the conditions of service, there was a need for the ELRC legal Task Team to effect the new amendments to cater for the new development. The ELRC legal Task Team started a process of amending the PAM document. The work of the Task Team is ongoing. Once completed, the amendments will be gazetted.

The DBE and ELRC held a Risk Management workshop on 11 February 2020. The purpose of the Risk Management workshop was to identify potential problems before they occur, or, in the case of opportunities, to try to leverage them to cause them to occur at the level of the ELRC.

The following were discussed in detail:

- Risk management in general;
- Common risk language and Best Practice;
- The importance of the Committee of Sponsoring Organisations of the Treadway Commission (COSO) and the reasons for managing risks; and
- Barriers to successful Risk Management.

The Risk Management document has been developed to assist the ELRC to comply with the requirements for its financial reporting.

Secondment of educators as union officials: All the requests for secondments received by the DBE from the teacher unions in the ELRC were processed and letters were issued to all the relevant PEDs with the request to effect the secondments.

Facilitation: On 4 November 2019, the ELRC facilitated a briefing session between the DBE and the National Union of Public Service and Allied Workers (NUPSAW) to address the demands submitted to the Department through a memorandum handed over to the Presidency. One of the demands raised by NUPSAW was the "Immediate implementation of interim standardisation of R7 000 of remuneration with effect from 1 April 2019 and stop the draconian practice of transferring funds to the ECD centres every quarter while you pay yourselves fat salaries every month, but forcing workers to live below the lower-bound poverty line and further to live below the food poverty line just for mere exercise".

The outcome of this meeting was the consensus reached that the DBE is not yet the employer of the ECD practitioners, NUPSAW has to wait for the proclamation of the President on the ECD migration and that the DSD is still in charge of this function. A meeting will be convened at the beginning of the new year between the DBE and the NUPSAW.

Challenges were encountered in relation to regulating labour relations within the education sector through collective bargaining consultation. The provincial visits could not continue due to capacity constraints.

Regular engagements through social dialogue with unions prior to any engagement and creating a platform for greater transparency especially on the issues which may have financial implications and providing information.

EDUCATION HUMAN RESOURCE DEVELOPMENT

Initial Teacher Education

Teacher Recruitment: Teacher recruitment provincial briefing sessions were held with school principals, teachers, youth and community-based recruiters. The approved lists for district-and community-based recruited students have been finalised and communicated to all universities and provincial coordinators. 1 495 promissory letters have been issued to school-going youth and out-of-school youth recruited through district and community-based teacher recruitment campaigns. The DBE assisted the recruited youth to register for teacher education programmes at universities.

The Funza Lushaka Bursary Programme: The Funza Lushaka Bursary allocation from National Treasury for 2019/20 was R1 224 271 000 which translated into a target of 13 000 bursaries that could be awarded to students in the financial year. The consolidated 2019 awards list shows that 12 954 Funza Lushaka bursaries were awarded for initial teacher education by 31 March 2020. This number is less than the target of 13 000 by 46. This is mainly attributed to bursary holders that have either failed to register, cancelled the bursary, declined the bursary or became deceased during the reporting period. Three Funza Lushaka inter-provincial meetings were held during the year including an annual planning meeting with all stakeholders.

To tighten the Funza Lushaka Policy a Task Team meeting consisting of representatives from selected universities, provincial education departments, SACE and the NSFAS was convened. The task team meeting was held on 10 September 2019. Some of the recommendations of the Task Team were included in the revised Policy for 2020.

Monthly operational meetings were held with the NSFAS to discuss the funding reports for the Funza Lushaka bursary programme. The DBE provided quarterly analysis reports to the NSFAS with findings and recommendations.

To strengthen the management of the Funza Lushaka Bursary Programme and to improve the monitoring of students at universities visits to universities were conducted. Information sharing meetings were held with final year Funza Lushaka bursars at universities to discuss the practical arrangements around their contractual obligations to serve as teachers at public schools. A placement dataset was compiled of the 5 254 students who graduated at the end of 2019 and who was ready for placement in 2020.

The DBE continues to work with SITA towards streamlining the modernised Funza Lushaka Information Management System (FLIMS).

Teacher Qualifications: The DBE, through the Initial Education unit, participated in monthly Teacher Education Programme Evaluation Meetings held at the DHET during 2019/20. A total of 71 programmes were evaluated during 2019/20. Together with the DHET, more than 600 individual teacher qualification enquiries and requests for verifications were processed.

Strengthening initial teacher education programmes: During the period under review, the DBE participated in the Primary Teacher Education Project (PrimTEd) workshop on knowledge and practice standards for teacher education. Draft knowledge and practice standards for literacy in EFAL and African Languages were developed. The DBE attended the project steering committee meetings of the Sesotho and IsiZulu Reading Project (SIRP). Several activities have been completed by the Centre for African Language Teaching at the University of Johannesburg (CALT@UJ), including an audit of activities in the literacy field at 12 universities that offer Bachelor of Education (BEd) programmes in Sesotho and/or isiZulu. The overall objective of the project is to strengthen the component of BEd programmes for teaching reading in isiZulu and Sesotho in the student teachers specialising in the Foundation Phase and Intermediate Phase.

A National Teacher Education and Development Committee (NTEDC) meeting was held on 7 October 2019. The NTEDC considered a proposal on the qualifications for aspirant and existing teachers of occupational, vocational and technical subjects.

Induction Programmes: A comprehensive induction programme that includes mentoring and coaching is being conceived. The field testing of the New Teacher Induction Programme in Free State, North West and KwaZulu-Natal was approved. The identification of districts, schools, mentors and a pilot sample of new teachers have been completed by provinces. Orientation sessions have been held with new teachers, school principals and officials in the Free State on 5 February 2020, KwaZulu-Natal on 20 February 2020 and North West on 24 February 2020. Benita Williams Evaluations has been appointed for the monitoring and evaluation process that is implemented alongside the field testing. The findings and recommendations of the monitoring and evaluation will inform the finalisation of the new teacher induction programme. The following materials have been developed (including layout, editing and printing):

- A Pathway to Mentoring;
- Guide for Training Mentors;
- Facilitators' Scenario for a two-day Mentorship Training;
- Towards a South African Teacher Induction Framework;
- New Teacher Induction Programme: Handbook for Teachers;
- New Teacher Induction Programme: Activities for Teachers; and
- New Teacher Induction Programme: Reflection on Induction and Portfolio of Evidence.

Teacher internship programmes: A total of 87 interns participated in the DBE and the Independent Schools Association of Southern Africa (ISASA) Mathematics and English programme during 2019/20. Thirty-six DBE-ISASA student interns graduated from Unisa at the end of 2019 and were eligible for placement in public schools in 2020.

The DBE/ ELMA Foundation Internship Programme in the Thabo Mofutsanyane District of the Free State aims to identify train and place Interns for the Foundation Phase and Intermediate Phase in Public Schools. Forty students were registered with Unisa to do the BEd in Foundation Phase teaching for 2019/20 and are placed at public schools in the Thabo Mofutsanyane District of the Free State. Nineteen student interns graduated from Unisa at the end of 2019 and were eligible for placement in public schools in 2020. Forty-one students were registered with the North-West University to do the BEd in Intermediate Phase Teaching (focusing on Mathematics, Science and Technology) for 2019/20 and are placed at public schools in the Thabo Mofutsanyane District of the Free State.

Continuing Professional Teacher Development

Teacher Appreciation and Support Programme (TASP): A successful World Teachers Day celebration was held in August 2019 bringing previous National Teacher Awards (NTA) winners and officials from Teacher Development in provinces. The NTA national ceremony was held on 15 February 2020 at Soshanguve East Secondary School and was attended by 500 guests, reducing the spending drastically. The NTA internal review meeting was held on 18 March 2020 and was attended by representatives from the CPTD, EMGD, Communication, and Partnerships in Education sections. Fourteen NTA finalists participated in three

(3) different capacity-building sessions for 21 days in China. Four (4) Teachers participated in the African Union awards and a further four organisations working with the DBE, were nominated for the 2019/2020 UNESCO Hamdan Prize. Ms Mokhudu Machaba, NTA winner for ICT, was a top 10 finalist in the Global Teachers prize. DBE also submitted the names of organisations and stakeholders working with her. The Sasol Foundation is among the list of the top ten finalists in the UNESCO-Hamdan Prize for the sixth edition of the UNESCO-Hamdan bin Rashid Al-Maktoum Prize for outstanding practice and performance in enhancing the effectiveness of teachers.

Teacher Union Collaboration Project: PSRIP lead teacher training was conducted on 24–26 January 2020 in three (3) provinces, namely Limpopo, KwaZulu-Natal and Eastern Cape and produced 215 lead teachers.

Table 29. PSRIP lead teacher training conducted in Limpopo, KwaZulu-Natal and Eastern Cape

PROV	SADTU	NATU	NAPTOSA	PEU	SAOU	Subject Advisors	TOTAL
EC	34	0	15	0	16	0	65
KZN	30	13	12	10	4	14	83
LP	28	2	19	18	0	0	67
TOTAL	**92**	**15**	**46**	**28**	**20**	**14**	**215**

The table reflects the numbers of teachers trained per union and per province. Roll-out of the training was exceeded by 518 teachers.

Table 30. Numbers of teachers trained per union and per province

UNION	TARGET	EXCESS / DEFICIT	TOTAL
NAPTOSA	666	202	868
NATU	666	1	667
PEU	666	-28	638
SADTU	1 800	158	1 58
SAOU	666	210	876
DBE	240	-25	215
Total	**4 704**		**5 222**

Professional Learning Communities (PLCs): A roundtable was held, and an Interprovincial steering committee, representing all nine (9) provinces was elected. A refresher document will be used to assist LP/ KZN/ NW/ NC and MP. Substantial work has been covered in ensuring that teachers use PLCs to address their professional development needs. As a way of providing further support, the DBE / NECT and VVOB will provide a 'refresher' programme that will bring SMTs in schools and officials from Circuit offices on board when coming to providing support on the utilisation of PLCs by teachers.

CPTD implementation: Educator sign-up on participation on the CPTD System increased to 465 809 and reporting on teacher participation on the CPTD System went up to 127 388.

Collaboration with stakeholders: As part of providing teachers with the necessary skills for effective curriculum delivery, the following teacher development programmes were delivered:

- **Story-writing workshop**: 22 teachers representing all nine (9) provinces were trained over five (5) days in Durban from 10–14 February 2020. Stories writing covering the following languages Sesotho, Tshivenda, IsiZulu, Siswati, English, Afrikaans, Setswana, Xitsonga and Sepedi focused on the stories. The stories will be published under the African Storybook series.

- Facilitation of the election of the Executive Committee of the National Association for English Teachers of South Africa (NAETSA) – 21 February 2020: Working with the British Council, the DBE has been able to provide a platform where the Executive Committee of the NAETSA was elected at a workshop that was attended by over 60 participants from provinces. NAETSA and Provincial Teachers Associations will promote teacher-driven continuing professional development.

A total of 18 members of Provincial Teachers' Associations attended training on TAs from 4 to 19 January 2020 at a university in Boston, USA, through funding support from the US Embassy.

Education Management and Governance Development

SCHOOL MANAGEMENT

Survey on the availability of management documents in schools: The Department conducted a survey in 2 000 schools to determine the availability of management documents in schools. This was part of the Department's monitoring process to ensure that annual management processes occur in all schools across all provinces in line with *Action Plan to 2019: Towards the Realisation of Schooling 2030*. A target of 90% was set in the Annual Performance Plan and that was exceeded by 8.3% as 98.3% of the schools surveyed were found to have the necessary documents, regarded as building blocks for school management.

Capacity Building on the roles and responsibilities of Departmental Heads: The Department conducted a capacity-building programme for Departmental Heads in schools aimed at the improvement of curriculum management in schools. The training focused on the roles and responsibilities of Departmental Heads in curriculum delivery, curriculum coverage and curriculum management. It was conducted in six (6) provinces.

Table 31. Capacity-building training for Departmental Heads

Province	Departmental heads
Eastern Cape	24
Free State	211
Gauteng	214
KwaZulu-Natal	1 176
Limpopo	1 253
North West	998
Total Trained	**3 876**

Induction of newly appointed principals: The South African-European Union (SA-EU) Dialogue-funded Framework for the Induction of Newly Appointed Principals was completed with a draft framework after consultations held with provincial officials, the SACE, teacher unions and stakeholders. The induction of newly appointed principals continued to take place in the Eastern Cape on 25–26 May and 29 November–2 December 2019 respectively where a total of 94 principals for the first session and 268 principals for the second session were inducted. Principals were also inducted in the Free State and some districts in Limpopo by covering the main topics listed in the induction framework.

Implementation of guidelines on the strategy to support poor-performing schools: The content of the Strategy to Support Management and Governance was mediated to School Management Teams (SMTs) from poor-performing schools in six (6) provinces. School principals, deputy principals and officials were trained on key topics such as school culture, causes of poor performance, strategies to mitigate poor performance, policy interpretation and implementation, reporting and accountability.

Table 32. School Management Team training

Province	Principal and Deputy Principals
Free State	105
Gauteng	20
KwaZulu-Natal	866
Limpopo	662
Mpumalanga	60
North West	174
Total trained	**1 887**

Advanced Diploma in School Leadership and Management: The principals' qualification called the Advanced Diploma in Leadership and Management (ADE: SLM) was finalised with the completion of the seven (7) course materials that make up the exit level 7 qualification approved by the Council on Higher Education (CHE). The qualification is in line with the NDP which called for a qualification for school principals to ensure that only qualified and competent candidates are appointed. A total of seven (7) HEIs received approval from the CHE to deliver the qualification from 2020.

Support to Principals' Associations: The Department has approved the application for recognition by the Deaf Education Principals' Association of South Africa (DEPASA) as one of the official associations in the sector. DEPASA will join the South African Principals' Association (SAPA) and the Education Management Association of South Africa (EMASA) as the officially recognised associations in the area of school management that the Department works with and supports to deliver its programmes. The Department managed to hold all scheduled quarterly meetings with the principals' associations. The Department supported several provincial and national conferences, including sending 25 principals to China to attend an international conference and a study tour for two weeks.

Table 33. Conferences supported by DBE in 2019

Province	Sessions	Support Given	Date
Limpopo	Breakfast Meeting	DBE capacitated principals on Curriculum Leadership	5 April 2019
Gauteng	Provincial Conference	Branding, marketing and service delivery in Education	30–31 May 2019
Northern Cape	Provincial Conference	Branding, marketing and service delivery in Education	29 July 2019
Limpopo	Provincial Conference	DBE presented on Instructional Leadership	1 August 2019
Free State	Provincial Conference	Aligning leadership to institutional demands	2 August 2019
Mpumalanga	Strategic Planning Meeting	Strong Leadership…Leading schools to become centres of excellence	8–9 November 2019
Gauteng	Breakfast Meeting	DBE shared the roles and responsibilities of principals in managing excursions	20 February 2019

EMASA held its 20th International Conference themed 'The Call for Education Management and Leadership to Turn the Tide' on 12–15 September 2019 at Sun City Conference Centre. SAPA held its National Conference themed 'The BIG 5 in Education' on 19–21 September 2019 at Ingwenyama Lodge in Mpumalanga.

SCHOOL GOVERNANCE

Survey on SGB Functionality: The Department surveyed 2 000 schools to determine the functionality and effectiveness of School Governing Bodies (SGB). A verification process was done in 45 schools for quality assurance purposes. The Department expected to achieve 80% functional schools according to the Annual Performance Plan. Of the surveyed schools, 97% were found to have functional SGBs, exceeding the set target by 17%.

Parental Guidelines: The DBE collaborated with the NECT in the development of two (2) new modules on parental support in discipline and reading called the *Joy of Reading* and *Discipline.* The soft copies of the developed modules were forwarded to the province for printing and implementation in the training of parents. Officials in the Free State and North West were trained on the modules to prepare them to roll out the training to SGBs. In the Free State, 60 Circuit Managers received training on 25 February 2020 at Sentraal Primary School in Bloemfontein. In the North West, 110 people, including Circuit Managers, School Safety, QLTC, Institutional Governance Support Services and Curriculum officials were trained at the Orion Hotel in Rustenburg on 6 March 2020.

Training of SGBs

Table 34. School Governing Bodies trained in 2019/20

Province	No. of attendees	Topics covered
Eastern Cape	2 130	Financial Management
Free State	78	Financial Management
	907	Recruitment Procedures
Gauteng	385	Learner Discipline & Policy Development
KwaZulu-Natal	3 771	Policy Development
	416	Financial Management
Limpopo	726	Financial Management
Mpumalanga	5 323	Supply Chain and Diversity Management
	2 320	School Development Plan
Northern Cape	152	Leaders from Underperforming Schools
	81	Financial Management
	1 332	Policy Development
North West	2 306	Recruitment and Selection
	1 617	Policy Development

Learner Admissions: The 2020 learner admission programme commenced as planned in all provinces in line with the DBE's Business Process on Admissions. All provinces had circulars and guidelines as per Provincial Regulations and admission teams were in place at district and provincial levels to ensure that all admission queries and placement of learners were addressed. Gauteng and the Western Cape had difficulties in placing learners, especially in Grade 1 and 8 due to the migration of learners to urban schools. The Department worked with the Department of Home Affairs to address the challenges of undocumented learners from within the country and foreign learners in response to the High Court judgment that instructed the Department to admit all learners irrespective of the availability of documents. A circular was issued in collaboration with Legal Services to provide guidance to school principals and SGBs on how to deal with the registration and admission of undocumented learners from neighbouring countries.

Programmes of Representative Councils of Learners (RCLs): In support of Learner Representative Councils, provinces and districts conducted training of the learner leaders on a regular basis. The training of RCLs was conducted by provincial departments as below.

Table 35. Representative Council of Learners leadership training, 2019/20

Province	No. of Attendees	Topics Covered
Eastern Cape	2 303 members	Roles and Responsibilities
Free State	22 schools	Roles and Responsibilities
KwaZulu-Natal	93 schools 1 652 members	Alternatives to Dispute Resolutions
Limpopo	755 schools	Roles and Responsibilities
Northern Cape	1 010 members	Roles and Responsibilities
Mpumalanga	2 034 members	RCL Indaba

Competency Assessment for School Principals: The development of competency assessment tools for the appointment of principals could not be finalised as discussions deadlocked at the ELRC.

CURRICULUM AND PROFESSIONAL DEVELOPMENT INSTITUTE

Teacher Development Implementation (TDI)

Coordinated NSC Mathematics and Physical Science Support: The DBE provided two sessions of professional development to FET Mathematics and Physical Science teachers in support of the NSC in 12 districts identified in collaboration with the provinces. The first session happened in August 2019, and the second in February 2020. In both cases, the development focused on content and pedagogy of critical concepts as guided by the NSC diagnostic reports. The programme was SACE-endorsed, took place for three days and teachers acquired 15 Professional Development points in each session.

Table 36. Mathematics and Physical Science teacher development support, by district

Prov	District	Maths Jul 2019	Maths Feb 2020	P. Science Jul 2019	P. Science Feb 2020	Total
EC	Alfred Nzo West	56	61	24	42	183
	Amathole East	63	56	60	53	232
	ORT Coastal	101	50	64	44	259
FS	Motheo	69	-	77	-	146
KZN	Ugu	108	99	78	78	363
	Zululand	101	101	94	90	386
LP	Capricorn	72	69	75	108	324
	Vhembe	84	86	86	120	376
	Waterberg + Mogale	76	92	82	97	347
MP	Gert Sibande	90	96	76	80	342
NC	Francis Baard	18	87	17	85	207
NW	N Modiri Molema	92	96	79	85	256
Total		**930**	**893**	**812**	**883**	**3 602**

Support for FET Accounting and Economics teachers: In response to the declining enrolment as well as fluctuating performance in Accounting and Economics in the NSC, the TDI developed and implemented a SACE-endorsed teacher development programme for teachers in 12 districts, covering 535 Accounting and 593 Economics teachers. A total of 1 128 teachers benefitted from the support programme. The programme was implemented in January and February 2020.

Table 37. Accounting and Economics teacher development support, by district

District	Accounting	Economics	Total
Xhariep and Others	50	58	108
Ilembe	59	71	105
Capricorn South and North	151	133	284
G. Sekhukhune	83	68	151
Bohlabela	83	85	168
Dr RSM	48	41	89
Sedibeng West	32	38	70
Metro East	29	69	98
Total	**535**	**593**	**1 128**

Diagnostic assessment for Mathematics and Accounting: The NSC support for Mathematics, Physical Science, Accounting and Economics was accompanied by the diagnostic assessment in the form of pre-test and post-test at the beginning and end of the intervention programme. As the DBE standard practice in all teacher development workshops, this practice helps to establish the teacher competency level at the beginning of the workshops and the content mastery level at the end of the workshops.

In the case of Mathematics and Physical Science, the workshop facilitators were subject advisors and coordinators from the participating districts who were trained on the Moodle platform. This was done at the DBE on 30–31 January 2020, attended by about 46 subject advisors. This training enabled the pre-tests and post-tests to be administered electronically, online or offline. Where it was not possible, like in the rural Zululand Pongola area, pen and paper were used to conduct the diagnostic assessments.

Especially in Accounting, the e-learning specialists in the provinces, together with the DBE ICT officials, assisted with the Moodle pre-test and post-test. The following table indicates the number of teachers who took the diagnostic assessment on the Moodle platform in Mathematics and Accounting, as at February 2020.

Table 38. Numbers of Mathematics, Science and Accounting teachers assessed

Province	Accounting	Mathematics	P. Science
Eastern Cape	N/A	71	123
Limpopo	77	169	178
Mpumalanga	77	27	51
KwaZulu-Natal	17	-	57
North West	40	83	73
Free State	41	-	-
Total	**252**	**350**	**482**

Notes:
Northern Cape conducted all their pre-tests and post-tests using pen and paper.
Gauteng and Western Cape did not participate in the NSC Mathematics and Physical Science programme.

Free State could not participate in February 2020 due to budgetary constraints.

Grade 4–9 MST Project: This support programme could not be undertaken owing to budgetary constraints. In 2020/21, a special focus will be placed on Grade 8 and 9 Mathematics and Natural Science support.

LTSM Policy Development and Innovation

Primary School Reading Improvement Programme (PSRIP): The PSRIP, launched in 2016, is a very successful programme developed through the collaboration of the DBE and the NECT, supported by the ETDP SETA. The programme seeks to strengthen the teaching of reading in both Foundation and Intermediate Phase EFAL, through the training and support provided to teachers, subject advisors and SMTs.

The training approach and model used is that PSRIP interprets the CAPS and provides a systematic and sustainable implementation strategy, consisting of set classroom routines and core methodologies for the components of teaching an additional language other than the learner's home language. Teachers are trained to understand and put into practice the time allocation, pedagogy and assessment of EFAL according to CAPS. Teachers' levels of knowledge and their understanding of EFAL teaching are assessed before the onset of the initial training and the effect of the training intervention is measured through a post-training assessment. Following the initial training, ongoing support by the SAs aims to deepen their pedagogical and theoretical understanding and further improve their practice.

In the 2019/20 year, the DBE completed the implementation of PSRIP Phase Two (2) which saw growth in the numbers of teachers, subject advisors and SMT members trained, as depicted in the tables below.

Table 39. Teachers, subject advisors and SMT members trained on EFAL reading

Level	Foundation Phase	Intermediate Phase	Total
Teachers	4 316	4 805	9 121
Subject Advisors	137	143	280
SMT members	2 357		2 357

Table 40. Breakdown of teachers trained per province

Province	Foundation Phase teachers	Foundation Phase subject advisors	Intermediate Phase teachers	Intermediate Phase subject advisors	SMT
Eastern Cape	519	16	786	21	189
Free State	544	14	431	12	0
Gauteng	532	15	445	17	671
KwaZulu-Natal	606	16	731	21	216
Limpopo	572	12	778	23	227
Mpumalanga	386	12	280	7	306
Northern Cape	220	16	364	11	374
North West	643	14	496	14	141
Western Cape	400	22	566	17	233
Total	**4 316**	**137**	**4 805**	**143**	**2 357**

In addition to the results reported in the table above, among the achievements in the year under review were the following:

- A sample of 15% of the entire trained population of teachers' assessments scripts (pre and post) were marked, results analysed and reports per province, as well as the comprehensive national report, generated;
- PSRIP materials were printed and distributed to all education districts in time to start with the implementation of the PSRIP;
- The DBE held successful Phase 2 reflection and Phase 3 planning workshops with the PEDs, NECT, academics and NGOs involved in the improvement of reading;
- The PSRIP was adopted by TDCM as a sector programme that will be used as a model for all reading improvement programmes;

- Circular S2 of 2019: Phase 3 of the PSRIP was approved and distributed to all PEDs, together with targets and implementation plan; and
- PSRIP Phase 3 training workshops for 124 subject advisors in the Foundation Phase and 144 in the Intermediate Phase took place respectively at central venues in November 2019. This was in preparation for teacher training commencing in January 2020. Since the beginning of January 2020, PSRIP teachers received training as follows.

Table 41. Primary School Reading Improvement Programme (PSRIP) training, 2020

Province	Foundation Phase teachers	Intermediate Phase teachers	SMT Master trainers	SMT members
Eastern Cape	272	443	4	0
Free State	356	440	4	0
Gauteng	0	0	3	0
KwaZulu-Natal	569	528	4	0
Limpopo	391	747	5	0
Mpumalanga	270	204	3	0
Northern Cape	69	238	3	0
North West	281	486	4	91
Western Cape	315	211	4	81
Total	**2523**	**3297**	**34**	**172**

Note: Teacher training in Gauteng is scheduled for April 2020. Training of SMTs in most provinces is scheduled for April 2020.

Professional Development Framework for Digital Learning: The DBE is implementing the Framework to support provinces, districts and schools to be able to equip their teachers with competencies that will enable them to teach effectively using digital tools and resources. Some of the milestones reached in further simplifying and improving the implementation of the Framework have been the development of a teacher toolkit, the provincial as well as the district toolkits, aimed at empowering all levels of the sector in supporting the implementation of the Framework in their respective provinces. These have since been proofread, edited and printed. 1 500 copies of the district toolkit have been sent to KwaZulu-Natal.

The DBE conducted research and developed advocacy documentation and guidelines for a micro-learning approach to teacher development that included:

- Advocacy document: A case for micro-learning;
- Presentation on proposed micro-learning platform;
- Infographic on proposed micro-learning platform; and
- Guideline document for authors of micro-LTSMs including a template for writing micro-learning content.

The Department drafted micro-learning course materials for *Planning Digital Learning in Schools* using the micro-learning template and instructional design guidelines.

Additionally, as part of the implementation of the Framework, three (3) planning meetings for the provincial roadshows were held in KwaZulu-Natal, Mpumalanga and Northern Cape. These were followed with training workshops for the Provincial Core Training Teams (PCTTs), where 50 KwaZulu-Natal and 60 Mpumalanga officials were capacitated to train and support district officials as well as teachers. A planning session for the training of the Eastern Cape circuit managers and subject advisors on digital learning was also recently held and later the DBE, in collaboration with the Eastern Cape, ETDP SETA and 2Enable coordinated and conducted the training of 300 Eastern Cape district officials on digital learning.

The DBE continues to support stakeholders in implementing the Framework. For example, support was provided to the School Digital Learning Conference which was held in North West in June 2019; support on implementing digital learning was also provided to the teacher training role-players at the Digital Education Institute (DEI) and Internet Service Providers Association

(ISPA); and the DBE supported KwaZulu-Natal and North West on the planning and implementation of digital learning workshops and capacity building by training provincial and district planners, which included the training of principals.

Promotion of school Libraries and Information Systems (LIS): To promote the functionality of school libraries, the following activities took place in 2019/20 financial year:

Three, (3) two-day interprovincial meetings between the DBE, PEDs and the Department of Sports, Arts and Culture (DSAC) took place:

- 11–12 April 2019;
- 17–18 July 2019; and
- 16–17 October 2019.

The training and resourcing of schools in various provinces are shown below.

Table 42. Library development training and resourcing, by province

Province	Resource	Training
Free State	Biblionef donated 158 Sesotho storybooks which have been shared among the 5 districts. Ten (10) schools in Motheo and five (5) in Lejweleputswa benefited in classroom collection through the partnership with SAPESI.	105 teachers trained on the Basic School Library Manual and Information Guidelines. 248 teachers trained in Library Administration and Information Skills. 58 teachers from two (2) districts (Thabo Mofutsanyane and Motheo) received training on the Establishment of Reading Clubs.
Gauteng	Tshwane West and Gauteng North districts have appointed library facilitators. Johannesburg South as well as Ekurhuleni South districts will be conducting interviews soon. Imperial Ukhamba donated its 38th library to Elsie Ngidi Primary School. School library exhibitions were hosted in all Gauteng districts and attended by teachers. 15 schools in Gauteng with 10 500 learners have registered on the digital library platform. Five (5) schools in partnership with DSAC received classroom collections. 200 books were donated to Kholwani Primary School during the International Mother Tongue Language Day. Kalahari Books donated 2 000 books to schools in Johannesburg East. Mancosa donated 3 library trolleys with 2 000 books each to schools in Soshanguve and the Johannesburg West district.	265 teachers from 4 regions trained on Basic School Library Management and Administration. 10 library assistants were trained and assisted in processing resources.
KwaZulu-Natal	Biblionef donated books to 24 primary schools in 3 districts. The province collected 67 boxes of books from the DBE and they distributed the books to different schools in the province. Room to Read in KwaZulu-Natal provided books and library furniture to 35 schools at King Cetshwayo District.	25 schools trained Library Advisors on ICT programmes (E-books, Moodle and SA-SAMS). 41 teachers were trained on the School Library Development programme. Room to Read trained 42 teachers on Library Management and Reading Promotion.
Limpopo	368 books were supplied to three schools in the Vhembe district. 795 books were donated to Sefalaolo Primary School during the School Library and Reading Summit. 2 schools in Sekhukhune district received classroom collections from DSAC.	414 teachers and principals trained on Promotion of School Libraries and Establishment of Reading Clubs.

Province	Resource	Training
Mpumalanga	In partnership with Room to Read two (2) schools were provided with books.	
Northern Cape	Three (3) high schools in Frances Baard district were provided with resources.	104 teachers from 3 districts were trained in Management and Coordination of School Libraries and Information Skills.
North West	25 schools received resources to establish new libraries; eight (8) secondary schools received 423 books and 17 primary schools received 1 290 books. 22 mobile library staff posts have been advertised. SAPESI donated books to the mobile library that services schools in Ngaka Modiri Molema District.	400 teachers were trained on the Basic School Library Manual and Information Guidelines. 350 teacher-librarians were trained on the Promotion of Reading for Pleasure and Information Skills. 40 teachers both from primary school and high school were trained on Establishment of Reading Clubs.
Western Cape	Mancosa donated three (3) mobile trolleys to two (2) schools in Bonteheuwel.	Training was offered to teachers and volunteers who work in the libraries during June 2019 school holidays.

Read to Lead Campaign: The DBE participated in the handing over ceremony of a library by Standard Bank to Roseneath Primary School on 5 April 2019. The Read to Lead Campaign roadshows led by the Minister and supported by the Second Chance Matric and Funza Lushaka programmes held a reading exhibition at Mount Frere, Eastern Cape, on 2 April 2019 and at Grabouw, Western Cape, on 28 April 2019. The DBE also mobilised communities and participated in a Ministerial Read to Lead Campaign roadshow in Mangaung, Free State, from 22–24 August 2019.

On 29–30 April 2019, the DBE participated in the career exhibition for 1 300 Grade 12 learners at Mount Frere, Eastern Cape. The DBE held two (2) meetings with SABC to discuss and plan the launch of the Digital Literacy campaign that the two (2) organisations are collaborating on. In Gauteng, 203 schools in 10 districts have established reading clubs. The Sedibeng Region in Gauteng also held a Reading Summit with 400 participants, including teachers, learners, as well as head office and district staff. The North West established 40 reading clubs in 40 schools in partnership with Nal'ibali. In Free State, nine (9) reading clubs were established. In Mpumalanga, 52 reading clubs registered with Nal'íbali.

The DBE held a meeting with Newsroom Africa to discuss the launch of the Presidential Reading Circle. In the Western Cape, 148 teachers enrolled for the Love2Read initiative which is part of the Read to Lead campaign. Each teacher was given 70 books to use for their classroom reading corners. The Read to Lead team, led by the Minister, visited the communities of Diepsloot and Ivory Park on 1 and 3 November 2019 respectively where an exhibition and advocacy were conducted and the community was encouraged to form book clubs as part of the community outreach programme of the Read to Lead campaign. A similar activation, also led by the Minister and the Read to Lead team, was held in Kimberley, Northern Cape, on 12 October 2019. Twenty-seven schools attended the event and 21 learners pledged to be Reading Ambassadors for their schools and establish reading clubs in their respective schools. An activation roadshow for the Western Cape community was held at Mbekweni Community Hall, Paarl, on 31 October 2019.

The DBE also participated in the first Indigenous National Spelling Bee Championship in Thohoyandou in Limpopo. The DBE celebrated World Read Aloud Day (WRAD) with Nal'ibali with 400 learners in attendance. Provinces also celebrated the WRAD and reported the following statistics of learners who attended:

- Gauteng: 190 522;
- Free State: 44 569;
- Northern Cape: 2 254; and
- Mpumalanga: 141 069.

National Reading Coalition (NRC): The NRC has been established as a collaboration platform which aims to mobilise support and coordinate reading promotion initiatives that support the Read to Lead campaign. A strategic planning session for the NRC was held where the following strategic decisions were taken:

- The NRC will take responsibility for the implementation of reading initiatives in a nationally representative sample of 22 circuits selected from within the 25% originally targeted. Advocacy activities have already taken place in ten (10) of these circuits.
- Four (4) working streams were identified within the NRC, each requiring its leadership and structure. These are NRC Secretariat and marketing; support to convenors and champions; leadership for 22 circuits; and leadership for additional 263 circuits.

Additionally, ten (10) schools from ten (10) circuits; (one (1) school per circuit) in Mpumalanga and Limpopo were presented with wheelie-bin libraries containing 350 Foundation Phase reading books, 300 in African languages and 50 in English.

Not all provinces implemented the Professional Development Framework for Digital Learning. This is because provinces have other competing priorities that have been approved for the year. PEDs are looking at putting this programme on the 2020/21 calendars. Participation of the Eastern Cape in the LIS interprovincial meetings has been poor and this lack of participation has affected the collaboration with the Department of Arts and Culture at provincial level. The DBE is in constant engagement with the province to offer support.

Curriculum Research

Strengthen the Provincial Teacher Development Institutes and District Teacher Development Centres: Three (3) non-viable Teacher Centres have been relocated. These centres are in Limpopo, KwaZulu-Natal and Free State. Six (6) ICT interns were deployed to six (6) teacher centres (Free State: Fezile Dabi, Bethlehem, Tshiya and Lejweleputswa; KwaZulu-Natal: Umbilo/Dokkies; and Eastern Cape: Lady Frere).

A total of 40 Teacher Centres in Limpopo, Mpumalanga, North West, Gauteng, Northern Cape and KwaZulu-Natal received new furniture and ICT refurbishment from the Vodacom Foundation.

The DBE resourced an ICT lab at Mhwayi Primary School in Kabokweni in Mpumalanga for dual purposes as a new Teacher Centre and ICT integration lab on 18–19 November 2019.

Unisa identified the following 12 extra centres to install video conferencing facilities.

Table 43. Resourcing of Teacher Centres video conferencing facilities

Free State	Eastern Cape	Northern Cape	Limpopo	Gauteng
QwaQwa	Lusikisiki	De Aar	Tzaneen	Soshanguve *Special request by Unisa Gauteng Regional Management as they will fund a portion of this centre
Kroonstad	Sterkspruit	Springbok	Makhado	
	Mdantsane	Upington	Seshego	

Vodacom refurbished the following extra 24 Teacher Centres with furniture and ICT.

Table 44. Teacher Centres resourced across provinces

Province	District	Address	Centre
Limpopo	Waterberg	NTK Building, 84 Limpopo Street, Modimolle, 0510	Waterberg District
	Vhembe	Madomsi Boltman B, Malumelele, 0982	Shingwedzi Centre
	Mopani	1729 Bankuna Road, Nkowankowa A, Letaba, 0870	Tivumbeni CPD Centre
	Capricorn	Mastec Institute (former Kwena Moloto College), 3838 ZONE 2, SESHEGO, Polokwane	Mastec Institute
Eastern Cape	Libode	Libode Village, Dept. of Education Offices opposite Old Libode Municipality Offices	Libode District Centre
	Mt Frere	Mt Frere District Office, Sophia Township, Mt Frere, 5090	Mt Frere Teacher Centre
	Cofimvaba	42 Whindus Street, Cofimvaba, 5380	Cofimvaba Teacher Centre
	Uitenhage	Thanduxolo.S.S, 56 Bantom Street, KwaNobuhle, Uitenhage	Uitenhage Teacher Centre
	Graaf-Reinet	Takayi Street 1, Mnandi Location, Somerset East	Graaf-Reinet Teacher Centre
	Port Elizabeth	Algoa College, Struan Way, New Brighton, PE	Algoa College
Mpumalanga	Bohlabela	752 Protea Street, Graskop, 1270	Glory Hill Education Development Centre
	Witbank	Landau Collieries, Klipfontein, Witbank	Witbank
Northern Cape	JT Gaetsewe	Stand no 1262, Melore Street, Mothibistad	Mothibistadt Teacher Centre
	Frances Baard	Corner of Lanyon Terrace and Boshof Road, Kimberley	Kimberley Teacher Centre
North West	Bojanala	Pitsedisulejang village, Tubane	Tubane EDSC
	Moses Kotane	1538 unit 3 Mogwase, next to Cashbuild	Mogwase EDSC
KwaZulu-Natal	Pinetown	26 Buthelezi Road, Hammarsdale, 3700	Hammarsdale
	Umbilo	Ithala building, 17 Crompton Street, Pinetown, KZN	Umbilo
Free State	Lejweleputswa	Cnr Reinet & Tulbagh street, Lejweleputswa	Lejweleputswa ERC
	Thabo Mofutsanyana	Seoke Street, Phuthaditjhaba, Free State, 9866	Tshiya ERC
Gauteng	Ekhuruleni South	Hendrik Potgieter and First Avenue, Alberton North	Alberton Teacher Development Centre
	Tshwane	Cnr Walker and Gerard Moerdyk Streets, Muckleneuk, Pretoria	Sunnyside Centre
Western Cape	Metro East Education District	Belhar Road, off Nooiensfontein Road, Kuilsriver	Metro East Education District
	Cape Winelands District	Life Style Building, 3 Durban Street, Worcester, Cape Town	Worcester Centre

Diagnostic Self-Assessments: Teacher Self-Diagnostic Assessments targets were set and shared with provinces. An analytical reporting template was developed and shared with PEDs for quarterly reporting per subject. A number of teachers administered the Mathematics and Physical Sciences Self-Diagnostic Assessments through the Siyavula online platform, as indicated in the table below.

Table 45. Mathematics and Physical Sciences Self-Diagnostic Assessments completed

1 April 2019–31 March 2020			
Province	**Mathematics**	**Physical Sciences**	**Total**
Eastern Cape	216	164	380
Free State	114	32	146
Gauteng	617	163	780
KwaZulu-Natal	210	108	318
Limpopo	137	68	205
Mpumalanga	138	87	225
North West	179	140	319
Northern Cape	27	5	32
Western Cape	131	48	179
Not Specified	101	23	124
Total	1 870	838	2 708

In 2019/20, provinces administered the Teacher Assessments and submitted all quarterly reports. The table above shows the number of teachers assessed in both Mathematics and Physical Sciences through the Siyavula online platform. PEDs also submitted quarterly reports on the pre and post-tests assessments. These assessments were also administered to 252 Accounting Grades 10–12 teachers and the Primary School Reading Improvement Programme (PSRIP) to 2 523 Foundation Phase and 3 297 Intermediate Phase teachers. National quarterly reports were developed based on both PEDs and Siyavula online data.

Ensure functionality of Provincial Teacher Development Institutes and District Teacher Development Centres: The DBE, Vodacom Foundation and Unisa conducted a successful Teacher Centre Managers' workshop on 24–26 July 2019. The DBE and Vodacom Foundation conducted oversight visits to the following three provinces and three (3) non-viable teacher centres were relocated:

- Free State: Xhariep Teacher Centre 14 May 2019;
- Limpopo: Vhembe/ Makhado District 21 May 2019; and
- KwaZulu-Natal: Eshowe Teacher Centre 16 May 2019.

An audit tool for teacher centres was uploaded on the Moodle platform and hard copies were distributed to all Teacher Centre managers. One hundred of the 142 teacher centres completed and submitted the audit tools. Teacher development programmes' reporting tools were uploaded on the Moodle platform and shared with PEDs for them to report all training. The DBE and Vodacom Foundation conducted oversight visits to the following provinces and centres:

- Eastern Cape: Lusikisiki and Rhubusane Teacher Centres, 14–15 October 2019; and
- North West: Tlhabane and Mogwase District Teacher Development Centres (DTDCs), 17 October 2019.

Teacher Centres submitted quarterly reports. No PED reports were received on the Teacher Centres' functionality except for 69 individual reports (see table below). Most reports included programmes conducted by centres in quarters 1 to 4. The reports also highlighted the non-compliance of Districts and PEDs in the implementation of the Teacher Centre Guidelines, hence gaps are noted in the centres.

Table 46. Teacher Centres that submitted reports

Province	Maths
Eastern Cape	8
Free State	4
Gauteng	10
KwaZulu-Natal	21
Limpopo	7
Mpumalanga	8
Northern Cape	3
North West	5
Western Cape	3
Total	**69**

North West hosted the DBE and Teacher Development structures including Teacher Centres in Klerksdorp. The DBE shared the study findings as well as the training plans for IQMS.

Evaluation of Teacher Development programmes: A comparative analysis of the TALIS and the views of teachers on Teacher Development (TD) programmes study was done. No TD programme was evaluated by the Department in 2019/20 but ToR for the appointment of the service provider to develop a generic impact assessment tool were finalised. The NECT developed tools for GET programmes' impact and a draft impact assessment tool for the assessment of the Mathematics 1+4 intervention model was finalised. Findings were shared with SMM, BMM, HEDCOM, MMM and CEM. Recommendations by HEDCOM and CEM were noted and will be implemented by NECT and PED. Roadshows were also recommended by all structures to mediate the report and its implementability.

The survey of teachers' professional development experiences had the following aims. Professional development can improve teaching and learning. It can also help keep teachers in the profession by building their confidence and ensuring they feel valued and recognised, but little is known about whether current professional development programmes meet these objectives.

In 2017, CITE and the DBE collaborated to conduct the first nationally representative survey of teachers' professional development experiences. This survey was intended to inform policy on how best to support teachers. The survey returned a sample of 4 114 teachers from 855 public ordinary schools. The survey generated reliable and representative statistics at two levels: (1) for each province, and (2) for each quintile nationally. This was the first nationally representative survey of what teachers want and what they get from professional development and informs policy on how best to support professional development.

The survey covered the following critical aspects:

- Teacher profiles;
- School climate: learner characteristics and school resources;
- What teachers' want from professional development;
- What kind of professional development teachers have received;
- How teachers, learners and schools benefit from professional development;
- How teachers think professional development can be improved; and
- How teachers can be better supported to use technology in teaching and learning.

Design programmes to strengthen Provincial Teacher Development Institutes and District Teacher Development Centres to act as hubs of teacher professional development: Training on Coding like a Girl was completed in selected teacher centres in eight (8) provinces, excluding Gauteng. Several teacher training and youth programmes were reported. Western Cape submitted reports through the reporting template. No programmes were designed for Teacher Centres in the last quarter.

4.3.5. PROGRAMME PERFORMANCE INDICATORS

Table 47. Programme Performance Indicators

Strategic objectives	Performance Indicator		2016/17	2017/18	2018/19	2019/20			
			Actual Achievement	Actual Achievement	Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
3.1. To monitor the basic functionality of schools and School Governing Bodies on an annual basis to improve school effectiveness and accountability.	3.1.1	Percentage of SGBs that meet minimum criteria in terms of effectiveness.	A total of 2 000 tools were received, analysed and captured. Of the 2 000 sampled schools, at least 1 822(91.9%) schools were found to be functional.	96.9% (1 938) of the surveyed SGBs were found to be functional.	1 793 of 1 846 schools (97.1%) met the minimum criteria in terms of effectiveness.	80% of 2000 sampled SGBs annually	97.05% (1 941/ 2 000)	+17.05	The fact that SGBs were in the second year of their term of office led to more SGBs meeting the requirement for functionality because of their increased knowledge and understanding of their roles and responsibilities.
	3.1.2	Percentage of schools producing the minimum set of management documents at a required standard.	A total of 2 000 tools were received, analysed and captured, Of the 2 000 sampled schools, at least 1 810 (90.5%) schools were found to be functional.	86% (1 720) of the surveyed schools were found to have functional basic management documents.	1 674 of 1 917 (87.3%) produced the minimum set of management documents.	90% of 2000 sampled SGBs annually	98.3% (1 966/ 2 000)	+8.3	Improved monitoring and support provided to schools by officials led to an increase in the number of schools producing the minimum set of management documents.
3.2. To identify and recruit the youth from all provinces for the Funza Lushaka Bursary annually in order to increase the supply of young teachers in the education system.	3.2.1	Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education.	14 343	15 134	13 070	13 000 annually	12 954	-46	The deviation is mainly attributed to bursary holders that have either failed to register, cancelled the bursary, declined the bursary or became deceased during the reporting period.

Strategic objectives	Performance Indicator		2016/17	2017/18	2018/19	2019/20			
			Actual Achievement	Actual Achievement	Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
3.3. To monitor the content knowledge of teachers in Mathematics, English First Additional Language, Physical Sciences and Accounting through Diagnostic Self-Assessments.	3.3.1	Number of EFAL diagnostic analysis reports produced.	2 242 EFAL teachers have been tested.	8 057 teachers assessed in both paper-based as well as computer tests.	2 029	4 quarterly	4	No deviation	Not applicable
	3.3.2	Number of Physical Science diagnostic analysis reports produced.		648 teachers tested on both paper-based as well as computer-based tests.	2 008	4 quarterly	4	No deviation	Not applicable
	3.3.3	Number of Accounting diagnostic analysis reports produced.		393 teachers tested only through the paper-based means.	2 035	4 quarterly	4	No deviation	Not applicable
	3.3.4	Number of Mathematics diagnostic analysis reports produced.	1 892 Mathematics teachers have been tested.	3 670 teachers were tested through paper-based as well as computer-based system.	3 339	4 quarterly	4	No deviation	Not applicable
3.4. To monitor the implementation of performance management systems in PEDs annually in order to strengthen accountability of schools and office-based educators.	3.4.1	Number of PEDs monitored on the implementation of IQMS.	Monitor 18 schools in 6 PEDS.	6 PEDs monitored.	6 PEDs monitored.	6 quarterly	7	+1	Monitoring undertaken in the Free State to support gaps identified in Lejweleputswa District.
	3.4.2	Number of PEDs monitored on the implementation of EMS: PMDS.	6 PEDS monitored.	6 PEDs monitored.	6 PEDs monitored.	6 quarterly	7	+1	Additional monitoring undertaken in Limpopo to support gaps identified in the implementation of CA 3 and 4 of 2017.

Strategic objectives	Performance Indicator		2016/17	2017/18	2018/19	2019/20			
			Actual Achievement	Actual Achievement	Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
3.5. To monitor the implementation of the post provision policy and the model annually per province to ensure that there is an equitable distribution of teachers.	3.5.1	Number of PEDs that had their post provisioning process assessed for compliance with the post provisioning norms and standards.	All 9 PEDS	9 PEDs monitored.	All 9 PEDs monitored.	9 annually	9	No deviation	Not applicable

Strategy to overcome areas of underperformance

The Department will work closely with universities to ensure replacements are enrolled for the Funza Lushaka bursary programme timeously in cases where bursary holders have either failed to register, cancelled the bursary, declined the bursary or become deceased.

Changes to planned targets

No targets were changed in-year in 2019/20.

Linking performance with budgets

Education Human Resources Management

The Sub-programme incurred savings on compensation of employees as vacant posts were not filled due to a moratorium on filling of posts as the Department was finalising the structural changes. A saving of R2.6 million was incurred due to a favourable Rand / US Dollar exchange rate when transfer/ payment for registration to UNESCO was made.

Education Human Resources Development

The Sub-programme incurred savings on the compensation of employees for vacant posts that were not filled due to a moratorium on filling of posts as the Department was finalising the structural changes.

Curriculum and Professional Development Unit

The Sub-programme incurred savings on the compensation of employees for vacant posts that were not filled due to a moratorium on filling of posts as the Department was finalising the structural changes.

Sub-Programme Expenditure

Table 48. Sub-programme expenditure

Programme Management: Teachers, Human Resources Management and Institutional Development	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	2 173	1 966	207	2 056	1 984	72
Payments for capital assets	28	27	1	17	17	-
Total	**2 201**	**1 993**	**208**	**2 073**	**2 001**	**72**

2018/19	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	45 490	41 368	4 122	47 929	42 643	5 286
Transfers and subsidies	16 931	14 248	2 683	11 673	11 672	1
Payments for capital assets	196	191	5	106	107	(1)
Payments for financial assets	22	21	1	35	34	1
Total	**62 639**	**55 828**	**6 811**	**59 743**	**54 456**	**5 287**

Education Human Resources Development	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	55 710	49 626	6 084	52 217	50 171	2 046
Transfers and subsidies	1 244 321	1 244 321	-	1 175 855	1 175 854	1
Payments for capital assets	175	106	69	213	211	2
Payments for financial assets	2	2	-	2	1	1
Total	**1 300 208**	**1 294 055**	**6 153**	**1 228 287**	**1 226 237**	**2 050**

Curriculum and Professional Development Unit	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	18 711	16 069	2 642	17 005	14 878	2 127
Transfers and subsidies	-	-	-	7	6	1
Payments for capital assets	129	-	129	26	26	-
Payments for financial assets	-	-	-	5	7	(2)
Total	**18 840**	**16 069**	**2 771**	**17 043**	**14 917**	**2 126**

4.4. PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT

4.4.1. PURPOSE

The purpose of Programme 4 is to promote quality and effective service delivery in the basic education system through monitoring and evaluation, planning and assessment.

4.4.2. LIST OF SUB-PROGRAMMES

Programme Management: Planning, Information and Assessment; Financial Planning, Information and Management Systems; National Assessment and Public Examinations; School Infrastructure; National Education Evaluation and Development Unit; and, the Planning and Delivery Oversight Unit.

4.4.3. STRATEGIC OBJECTIVES

- Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the National Examinations and Assessments conducted periodically;
- Provide basic infrastructure services (water, sanitation and electricity) and replace schools built using inappropriate materials on an annual basis to improve the conditions under which learners are taught;
- To promote the functionality of schools through institutionalising a standardised school administration system, designed to assist with school management and reporting to a national information system; and
- Monitor and assess the performance of districts on an annual basis to strengthen the capacity of districts to support schools.

4.4.4. PROGRAMME OVERVIEW

The Programme: Planning, Information and Assessment is responsible for promoting quality and effective service delivery in the basic education system through planning, implementation and assessment. The indicators in this programme are fundamentally directed towards quality improvements, assessments and physical and financial planning as captured in the *Action Plan to 2019: Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goals:

Action Plan Goals on Physical and Financial Planning

Goal 23: Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.

Goal 24: Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to come and teach.

The realisation of these goals is rooted in the work done within this programme in the core policy areas of:

- Assessments;
- School Funding and Infrastructure; and
- Education Information Systems.

By working collaboratively with PEDs in developing policy, providing guidelines and institutionalising support in these core policy areas, the DBE contributes to the improved quality of basic education with special focus on the physical environment, finances and assessments. The administration and management of assessments is an important component that measures learner performance within the education sector.

4.4.5. PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

FINANCIAL PLANNING AND ANALYSIS

Grant Management

Annual Evaluation of Conditional Grants Conducted and Report Submitted: The annual performance evaluation of conditional grants was conducted at more than 300 schools located across all PEDs. The conditional grants under focus were the Education Infrastructure Grant (EIG), HIV and AIDS Life Skills Education Programme, Children/Learners with Severe to Profound Intellectual Disability (C/LSPID), Mathematics, Science and Technology (MST) and National School Nutrition Programme (NSNP). The Annual Performance Evaluation Report on Conditional Grants was approved and submitted to National Treasury by 31 July 2019 in compliance with DoRA prescripts.

Quarterly Performance Reports for Six Conditional Grants submitted to National Treasury: The Department submitted performance reports for the conditional grants for each of the four quarters of the financial year, for the Education Infrastructure Grant (EIG), HIV and AIDS Life Skills Education Programme, Learners with Severe to Profound Intellectual Disability (LSIPD), Mathematics, Science, and Technology grant (MST), School Backlogs Infrastructure Grant (SBIG) and National School Nutrition Programme (NSNP) grants.

Performance Monitoring of Conditional Grants in the PEDs: Visits to 80 schools in the Eastern Cape were conducted during November 2019 to verify the status of sanitation facilities as part of the SAFE programme in support of the Education Infrastructure Grant.

Approval of Conditional Grants Business Plans for 2020/21: The DoRA requires that PEDs implementing conditional grants should submit business plans and be issued with compliance certificates by the national transferring officer, should the business plans be approved. To this end (although Free State's business plan for C/LSPID was delayed and thus not submitted within the given timeframe), a total of 44 conditional grants business plans for HIV and AIDS Life Skills Education Programme, Children/Learners with Severe to Profound Intellectual Disability (C/LSPID), Mathematics, Science and Technology (MST) and National School Nutrition Programme (NSNP) for all nine PEDs were approved and submitted to National Treasury in compliance with the prescripts of the DoRA. Certificates of Compliance were subsequently issued by the national transferring officer to certify to the PEDs that the various institutional arrangements, including their procurement processes and human resources assigned to the grant, were compliant with the prerequisites for the implementation of the grants.

Donor Grant Resources: The Teacher Assessment Resources for Monitoring and Improving Instruction 3 (TARMII 3), a seminal items bank for formative assessment undergirded by USAID resources, was handed to the DBE on 31 March 2019. The final steering committee meeting was convened where the HSRC presented a close-out report of the project. USAID, as the development partner, paid for the hosting and the maintenance of the TARMII 3 system for the 2019/20 financial year. Meetings were held with the University of Johannesburg for the inclusion of the TARMII system as a third and fourth-year module in the Initial Teacher Education course.

The Department participated in the Government to Government (G2G) meetings hosted by the International Development Cooperation at National Treasury to facilitate the new financial agreement between South Africa and the USA regarding the President's Emergency Plan for AIDS Relief (PEPFAR) funding. The Director-General signed the agreement with USAID, thus ensuring a flow of partner funding for the DBE, for the scripted lesson plans for Comprehensive Sexuality Education (CSE) in Life Orientation. This resulted in the DBE hosting the second phase in the G2G audit meeting that was held on 20 June 2019.

Educational Management Information Systems (EMIS)

SA-SAMS Support: SA-SAMS Helpdesk fixed 577 databases and resolved over 3 930 calls, including supporting Special Care Centre officials. The Care Centre databases were consolidated into a warehouse for quarter 3 and 4 reporting.

SA-SAMS Maintenance: The DBE followed the EMIS Governance Structure of the Education Information Systems Technical Committee in September and December 2019, for recommendation to the HEDCOM Sub-committee of EIS in 2019, and approval from HEDCOM for the release of 65 new user requests and policy update changes, as well as user requirements for the Transport Module. The 2020 release programmes and the draft guide on database security, access control and password procedures were also included.

The System Development Life Cycle was completed for all released versions. The SA-SAMS source code was submitted to SITA via the GITO on 5 August 2019 for maintenance and SITA allocated developers to fast-track all SA-SAMS queries and address DBE's escalation.

Table 49. New SA-SAMS user updates and policy releases, 2019/20

Version	Date released	Contents
19.1.0	15 May 2019	Alignment changes to LURITS
19.1.1	18 June 2019	Alignment with SGB
19.2.0	5 October 2019	Database upgrades and updates on learner attendance as requested by provinces in response to AGSA queries
19.2.1	22 November 2019	Include Exam circular E2 of 2019
19.3.0	17 January 2020	Final document to date to SITA on 22 November 2019 for development of 19.3.0 to include NCATT and all 2020 system updates

SA-SAMS Advocacy and support: Feedback and engagement on SA-SAMS at various interprovincial meetings, such as the South African Principals' Association, National Consultative Forums, SACE, Independent Schools, ECD, Community Safety and various Task Teams on Education. SA-SAMS exhibited at the SchoolNet 2019 conference, EDUAFRICA 2019, AU IPED Meeting in Seychelles and the AU Technology Expo in Botswana in August 2019 as a good practice for sharing with AU member states. The Department supported the Gauteng Education Department's SA-SAMS Steering committees and SA-SAMS training committees with appointing unemployed youth as trainers for SA-SAMS users.

SA-SAMS Training and Workshops:

Table 50. Refresher training workshops conducted in 2019

Training/Workshops	Date	Attendees
Principals at the SAPA workshop on SA-SAMS	23 May 2019	10 principals from 5 provinces
C/LSPID	Feb 2020	Therapists from all provinces
Annual SA-SAMS Provincial workshop	August 2019	Limpopo, Northern Cape, North West, Eastern Cape and KwaZulu-Natal, attended by Provincial EMIS and Policy Owners (Curriculum, Exams, EMGD, IQMS, Inclusive Education and School Finances) including follow
	2–6 September 2019	Department of Correctional Services; was conducted in Cape Town.
	October 2019	Free State, Gauteng, Mpumalanga and Western Cape. Officials attended a workshop from Provincial EMIS, Curriculum, Exams, EMGD, IQMS, Inclusive Education and refresher training for the Special Care Centres in each province.
Update sessions for DBE Directorates on the functions available on SA-SAMS and to verify data standards	November 2019	Social Cohesion, School Safety, School Sports and Enrichment Programmes and School Assessment Directorates attended the first induction session.

SA-SAMS Indicator 4.3.1: Eight (8) provinces reported that 98% of schools are using SA-SAMS for reporting. Data from SA-SAMS is also used for Quarterly Learner assessment reporting, NSC Grade 12 registrations and the Data-Driven Districts (DDD) dashboard.

SA-SAMS Modernisation: The outcome of an unsuccessful bidding procurement process based on the due diligence conducted on all bids led to SITA cancelling the Request for Bid (RFB). A revised RFB via the NECT was published on 16 August 2019. A Bid Evaluation Committee was established and evaluations were conducted from 2–18 October 2019. The NECT Board considered the BEC's recommendation of the RFB for the SA-SAMS modernisation via NECT which was not approved. A Task Team was established to explore an alternative solution as a baseline for SA-SAMS modernisation and engagements with UNESCO in this regard are underway. A Technical Workshop was held to test the alternate solution and to determine the Minimum Viable Product of SA-SAMS. The initial SA-SAMS solution re-categorising into core modules was completed. Updates to SA-SAMS As-Is school management and administration processes and functional flow design were made with further JAD sessions and workshops held on the system design, business solution, process flows and detailed core products on the Modernised SA-SAMS solution.

LURITS Management, Data uploads and Provincial Support: As at 12 December 2019, the LURITS system had received a record-breaking 13 066 607 learner records and 429 547 educator records from 25 298 schools. From December 2019 to February 2020, provinces uploaded the promotions data to the LURITS system. The LURITS system was prepared for the 2020 Enrolment Data Upload to include the set-up of the environment with updated upload engines, containing validations aligned with SA-SAMS. Provinces were assisted with LURITS Master-list-related queries and upload challenges experienced in the data warehouses, including tracking and uploading of databases at SITA for the 2019 Promotions Data. The work of the LURITS Administrators deployed to provinces through the Service Level Agreement with SITA was monitored.

LURITS Data Quality Assurance and Approval of EMIS Data (DQA): The process of identifying and uploading Tested Rejected Learners and Tested Rejected Educators was established by comparing PEDs' data in data warehouses against LURITS uploaded data. The process of eliminating 'duplicate learners' was completed and data was approved by provinces. Learner enrolment numbers were provided to National Treasury for the Provincial Equitable Share process.

Monitoring of Provinces during the LURITS/ EMIS Readiness exercise: All nine (9) provinces were monitored during August–October 2019 for implementation of LURITS and EMIS processes for the 2019/20 financial year and the final comprehensive National Report was approved and sent to the PEDs. This report reflects the lack of sufficient EMIS human resource capacity at the district level to support schools in seven (7) provinces.

Business Intelligence (BI) Maintenance: Monthly general application maintenance and data integrity checks were done for the LURITS and PERSAL universes to keep reports updated on the latest data uploads. For the LURITS 2 universe, the School Realities Reports and New DBE Business Intelligence (BI) Dashboard for 2019 were developed, tested and placed in production. Public schools' standard reports were approved for production and User Acceptance Testing for independent schools.

BI Support and Training: BI user registration and training took place of relevant DBE units for officials from EMIS, Social Cohesion, School Safety, School Sports and Enrichment Programmes and School Assessment attending the first induction session. Refresher training was held on 2 March for HR on LURITS and PERSAL reports. 2020 user access for EMIS and HR was completed.

Data-Driven Districts (DDD) Dashboard Project: To date, the DDD Dashboard has been implemented in eight (8) provinces as a monitoring system using SA-SAMS Data. At the end of Term 2 of 2019, 69% of schools submitted their data by the end of the first week after the end of the term. Support was provided to Eastern Cape, Mpumalanga and Limpopo with weekly uploads to their provincial data warehouses. Awareness and usage of data-driven initiatives were increased by making SA-SAMS data available via DDD and advocating data use at the Director-General roadshows.

Master-list: The aggregated provincial schools master-list was received and the process of monitoring accuracy of data in each provincial list against recent uploaded general information of the PED Warehouses was completed. Verifying entries in each provincial master-list in accordance with technical requirements of the education standard no. 35526 was completed. Updating of district and local municipalities in line with the recent demarcations was completed.

Data Dissemination: During the period under review, approximately 200 data requests were addressed and captured into the Query Logging System.

International Reporting: The UNESCO Institute of Statistics ED_A_2019 questionnaires were finalised and submitted to UNESCO after consolidation with the DHET. The DBE completed and submitted the Organisation for Economic Cooperation and Development (OECD) 2018 indicator questionnaire for education. The Department attended the UNESCO Regional meeting on Sustainable Development Goal 4 (SDG 4), which focused on tracking progress in aligning policies, coordinating modalities and monitoring mechanisms for SDG4 in southern Africa. The DBE attended a UNESCO Regional Training on the monitoring and evaluation of the Connect with Respect Pilot and attended Southern African Development Community (SADC) training on the Regional Indicative Strategic Development Plan (RISDP) online monitoring system and data validation. The SADC annual monitoring report and SADC indicators on education were completed and submitted.

Publication: The 2019 School Realities Report was approved and published on the Department's website. The Education Statistics in South Africa 2018 Report was finalised.

Produce EMIS Thematic Reports: A tabulation plan for the Language in Education Report 2018 to be used for analysis was developed.

Performance/ Assessment data for all Grades quarterly: A standard script in line with the required fields for PED extraction and reporting was developed, tested and approved. Performance data was verified according to data management requirements and assessment data provided for all Grades to the Assessment and Examinations section for reporting. KwaZulu-Natal was the only province that had challenges with submission of quarter 2 and 3 assessment data.

Registration of NSC Grade 12 learners: The 2020 SQL script was finalised, tested and shared with provinces for NSC registration via Provincial Data Warehouses where SA-SAMS is the source of data. All PEDS using SA-SAMS have successfully submitted data that was shared with SITA for Mainframe upload to the NSC System, which avoided duplication of manual capture, saving exorbitant resources.

Protocol Agreements: LURITS learner data was verified with the Department of Home Affairs to indicate true (non-ghost) learners in the system. Learners with Identity Numbers (ID) were automatically verified through a web service in LURITS II. LURITS data to implement the Integrated School Health Programme as per the Protocol Agreement between DBE and Department of Health (DoH) was finalised and provided. Learners in Grades 9–12 from LURITS were triangulated with Social Pension for Indigent Senior Citizens (SOCPEN) data from the South African Social Security Agency (SASSA) to identify social grant recipients in these grades and were provided to the DSD for NSFAS funding purposes in DHET (training). LURITS triangulated with SOCPEN data for all grades which was also provided to DSD for their social data-driven programmes.

EMIS Server Management and Administration: Administration of user access rights to EMIS data was performed. The Structured Query Language (SQL) Database log file of DBE Warehouse database 2019 was optimised to support users with effective ways of extracting data successfully.

Geographical Information Systems (GIS): ArcGIS software was installed. Gathering requirement specifications to develop spatial reports is in progress. Education District Shape files were updated according to recent demarcations. Schools were mapped with each district and local municipalities in line with recent demarcations.

SA-SAMS Indicator report: The report for APP indicator 4.3.1 is dependent on the collection of databases by PEDs. Schools submitted late due to holidays, lack of Information Technology (IT) infrastructure and the COVID-19 national lockdown that affected the timing of the reporting by schools.

Business Intelligence: A lack of resources was experienced as the contract of the available DBE resource expired and the function was absorbed by SA-SAMS.

Data Quality Audit: The appointment of a service provider to conduct the Data Quality Audit during 2019/20 financial year could not be implemented due to bids exceeding the available budget.

Master-list of Schools: The delay in finalisation was caused by PEDs who were unable to locate their schools in the recent demarcation of local and district municipalities.

Financial Planning and Provincial Budget Monitoring

Publications: The revised National Table of Targets for school allocations for 2019 to 2021 and the National Poverty Distribution Table were gazetted. The 2019 and the 2020 no-fee lists were gazetted.

Rationalisation and closure of small schools: Training of officials on the rationalisation of micro and non-viable schools were conducted in the Gauteng and Western Cape. Monitoring and support visits were conducted in the Eastern Cape, KwaZulu-Natal and Limpopo to assist them with the rationalisation and closure of small schools. Reports were submitted on progress at the HEDCOM Sub-committee on Finance meetings, Broad Management Meetings, IPREC (Inter-Provincial Rural Education Committee) meetings, etc.

School visits were conducted in the North West, Eastern Cape and Limpopo districts to assess the status of the transfer of allocations to public ordinary schools during 2018, as well as the communication with regards to the school allocations for the 2019 school year. Compliance and progress made by schools were monitored with regard to the implementation of the Grade R funding policy as well as to identify any challenges being experienced.

Reports on the findings regarding the abovementioned visits were drafted and shared with the North West Head of Department (HoD), the North West Administrator, the Eastern Cape HoD and the Limpopo HoD for their attention and action.

Four (4) HEDCOM Sub-Committee on Finance meetings were conducted to monitor and to provide support to PEDs with regard to compliance to the sector's funding policies, improvement of the audit outcomes, and budget and expenditure.

Allocations to no-fee and fee-paying schools for 2020: In order to assess PEDs' capacity to meet their obligations with regard to the school allocation to no-fee and fee-paying schools at the level of the national targets, a template was developed and PEDs were requested to make a projection of their learner numbers per quintile for 2020, and the per-learner allocations in the different quintiles they would be able to afford for 2020, as well as the associated cost. The information collected will assist the Department with its regulatory obligations regarding the national school allocation targets for the 2020 MTEF, the determination of the no-fee threshold, as well as the Minister's annual declaration on no-fee schools.

Support to Basic Education Sector on financial matters: The Department participated in the evaluation of Conditional Grants implementation in provinces and a report was compiled. Other findings related to the performance of schools observed during the school visits were brought to the attention of HoDs. The Department met the PEDs to check the procurement and business plans and the plans' alignment with the budget allocated for those plans.

North West Intervention section 100 (1) (b) update: The unit participated in the North West intervention. Projections of employees' compensation were reviewed and recalculated to determine the savings that would be utilised to fill the vacant positions after taking into consideration the obligations. The projections were adjusted that will influence future budgeting. Seventy-six posts will be filled and the PEDs will have a shortage of R5.4 million.

Two (2) HEDCOM Sub-Committee on independent schools meetings: To deal with policy issues relating to the registration, accreditation and funding of independent schools and also to ensure synergy in this regard among the PEDs, two (2) meetings were conducted.

Subsidy levels of Independent Schools: To enable the DBE to determine if PEDs' subsidy levels were in line with policy prescripts, HoDs were requested to provide information regarding their:

- Provincial Average Estimate Per Learner (PAEPL) for both primary and secondary;
- Current subsidy levels per category for both primary and secondary schools;
- The number of learners subsidised for each category; and
- A narrative relating to the non-compliance on how this will be dealt with going forward.

Support to Basic Education on Financial Matters: PEDs' financial performance: Financial performance for all PEDs was analysed and a presentation was made to the HEDCOM Sub-Committee on Finance meeting on 20 August 2019.

Guidelines on the preparations of the financial statements and the online portal: Meetings with representatives from relevant DBE units and stakeholders (e.g. SAICA) were conducted. The focus was to review the above-mentioned documents into finality.

Conditional Grants Performance: The Department participated in the evaluation of the performance of the Conditional Grants in selected PEDs on a special day dedicated to Conditional Grants only.

Gazetted resource targeting list for 2020: PEDs were requested via HoD letters to submit their published resource targeting list for 2020.

The draft '*Guideline on the Rights and Responsibilities of Independent Schools*': The Guideline was approved at the CEM during September 2019 and formally shared with the relevant stakeholders.

Municipal Departments: Letters were forwarded to HoDs requesting them to forward quarterly reports regarding municipal payments made as requested by the Deputy President of the Republic of South Africa.

Review of the guidelines on the preparation of the financial statements in schools: The DBE task team established to review the guidelines met with the officials from the PEDs CFO Offices and Education Management and Governance to discuss the draft guidelines. After that meeting, accounting professional bodies were met for the same purpose.

2020 Implementation plans for the National Norms and Standards for School Funding (NNSSF): To provide PEDs with guidance relating to the implementation of the funding norms, an implementation plan specifying implementation dates and activities to be carried out during 2020, as well as a pictorial version thereof were developed. Letters were written to the HoDs, providing them with the plan.

Amendments to the National Norms and Standards for School Funding: National table of targets for the school allocation (2020–2022) and the updated national poverty distribution table: The Minister signed the Government Notice for publication in the Government Gazette.

PEDs' budget allocation: 2020 MTEF budget allocations for five (5) PEDs, namely the Eastern Cape, Free State, Mpumalanga, Northern Cape and Western Cape, were analysed to evaluate the credibility. Budget analysis reports were compiled.

Two (2) monitoring meetings were conducted with all nine PEDs to discuss the utilisation of the budget allocated in the 2019/20 financial year and the budget allocation in the 2020 MTEF period. The consolidated report was produced and submitted to the Director-General, the Deputy Minister and the Minister.

PEDs' monthly expenditure reports were drafted and submitted to the Minister.

Economic Analysis

2019 Medium-Term Expenditure Framework (MTEF): Analysis of the 2019 MTEF budget was finalised. The report was shared with all PEDs. The aim of the analysis was for the PEDs to take note of the recommendations in the report when compiling the 2020 MTEF budget.

Analysis of the 2019/20 Annual Performance Plans of PEDs: The analysis was finalised and shared with all stakeholders. The report aimed to enable Provincial Planners to improve their planning documents in the upcoming financial year.

electronic Quarterly Performance Reports (eQPR): Quarterly feedback was provided by DBE on the uploaded non-financial data by PEDs (fourth quarter 2018/19; pre-audited data 2018/19; first, second and third quarter 2019/20) on the eQPR system. The feedback aimed to improve the quality of non-financial data going forward. Presentations have been done on the quality of the data at the different fora within the sector.

Support provided for provincial monitoring visits and budget standards exercise: The DBE officials provided support during the provincial budget monitoring visits and budget standard exercise meetings. Presentations covering the reports produced were shared with all PEDs at the meetings.

Letter to National Treasury regarding the proposed budget cut for the basic education sector: A letter was sent to the National Treasury highlighting the implications of the proposed budget cut for the sector. Furthermore, a presentation was done on 2 December 2019 regarding the proposed budget cut for the sector at the HEDCOM meeting. The proposed budget cut will have implications for the Post Provisioning Norms (PPN) of the PEDs, which are already under pressure, and teaching and learning.

Implications for the Medium-Term Budget Policy Statement (MTBPS): The analysis on the MTBPS was done during November 2019. The 2019 MTBPS did not add any additional money into the fiscus and by extension to the basic education sector. Over the 2020 MTEF period, the proposed allocation to the entire basic education sector was R262.8 billion (revised figure) in 2019/20, R279.5 billion in 2020/21, R300.1 billion in 2021/22 and R315 billion in 2022/23.

2020 MTEF budget and its implications for the basic education sector: A submission was done to the Minister informing her of the implications for the 2020 MTEF budget emanating from the speech of the Minister of Finance. The budget for the basic education sector is R265 billion, R281 billion and R293 billion over the 2020 MTEF. The budget grew by an average of 3.8% over the 2020 MTEF. Presentations were done at different forums within the DBE.

Global and thematic SDG4 and other key education indicators for South Africa: The DBE and the DHET provided feedback on the financial data received from UNESCO. While the financial data corresponded in some cases, the Departments alerted the UNESCO officials to the discrepancies in the data..

2019 Educational Expenditure Questionnaire: The data for the Basic Education sector for the 2019/20 financial year was consolidated on the questionnaire. The DBE approved financial data being merged with the Department of Higher Education and Training (DHET) data. It was envisaged that the consolidated questionnaire would be submitted to UNESCO by the due date of 30 April 2020. The per capita spending on learners in Basic Education was compiled for the Financial and Fiscal Commission from the 2011/12 to the 2017/18 financial years.

NATIONAL ASSESSMENT AND PUBLIC EXAMINATIONS

National Assessments

Systemic Evaluation test items: In partnership with the Australian Council for Education Research (ACER), the Systemic Evaluation Learner, Teacher, Principal, Parent and District contextual questionnaires were refined at a special General Education and Training (GET) Task Team meeting. The contextual questionnaires were piloted in two (2) provinces (Free State and Gauteng). The pilot process was concluded by mid-April 2019.

A draft theoretical framework for the Systemic Evaluation was formulated by ACER in consultation with the Task Team. The theoretical framework conceptualised how the sub-systems in the Evaluation would link to the research questions and the policy goals of the Department.

A Training Administration Manual was drafted that conceptualises the fieldwork operations for the different parts of the evaluations.

The Department conducted a Grade 3 Audio-visual Support instrument development workshop from 6–10 January 2020. The activity led to the development of Grade test forms in all languages for Mathematics and Languages. Further refinement was done on the instruments in February 2020 in preparation for a field trial.

Diagnostic Assessments: The first consignment (English) of the Term 1 Diagnostic items were packaged into eight (8) books, i.e. Grades 3, 6 and 9 Home Language, Grade 6 and 9 FAL and Grades 3, 6 and 9 Mathematics. The design and layout were completed and printing and distribution to schools took place in April 2019.

The compilation of the remaining Term 2–4 Diagnostic books, Language and Mathematics, in all languages was finalised. The design and layout onto Compact Discs (CDs) was completed in January 2020 and all diagnostic assessments developed were placed on the Department's website. The distribution of CDs to schools is scheduled for the second quarter of 2020.

The unit also partnered with the National Research Foundation (NRF) Numeracy Chairs to develop diagnostic assessments that focus on mental strategies and strategic thinking for Grade 3 Mathematics. The instruments were field-tested in the second quarter of 2019 in 54 schools across three provinces. Following the field trial, the instruments were further refined into a Mental Starters Assessment Project (MSAP) and the upscaling of the project was scheduled for the third quarter of 2020.

International Benchmark Studies: The survey data for Teaching and Learning International Survey (TALIS) 2018 was successfully captured and cleaned and submitted to the Organisation for Economic Co-operation and Development (OECD). The datasets for South Africa were successfully integrated into the International dataset, and Volume 1 of the TALIS 2018 findings was released in June 2019. A South African country launch that showcased its findings was successfully completed in July 2019. Volume 2 of the TALIS 2018 study was launched by the OECD in March 2020 and a draft Country Note for South Africa was completed. The Country Note will be released in 2020.

The Trends in International Mathematics and Science Study (TIMSS) 2019 was completed at the Grade 5 and Grade 9 levels and the results of the study were scheduled for release in December 2020.

The National Research Coordinator for South Africa attended National Research Coordinators' Meetings on PIRLS 2021 in preparation for the pilot study scheduled for 2020 and the main study in 2021. The Department has contributed to the development of reading passages that will be used in the study. The Department contracted the University of Pretoria to administer the study in South Africa.

The Department attended the preparatory meetings for the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SEACMEQ) V study and completed a pilot study in October 2019. The pilot dataset has been submitted to the SEACMEQ Coordinating Centre (SCC) for processing.

The Early Learning National Assessment (ELNA) for Grade 1: The Department conducted a workshop in conjunction with the appointed service provider (Innovation Edge) to train fieldworkers and provincial coordinators on the administration processes for the ELNA main study from 11–14 February 2020. Provincial practical training took place in eight of the nine (9) provinces on 17–19 February 2020. The Department supplied each assessor with a tablet and ELNA assessor kit to conduct the assessment. In the eight provinces (excluding the Western Cape) that started the assessment in February, approximately 80% of schools were completed at the end of the first school term in March 2020.

Examinations and Assessments in Schools

Setting and moderation of question papers: A total of 143 question papers were required for the SC June 2019 examinations and 147 question papers for the National Senior Certificate (NSC) November 2019 examinations. These papers were set and internally moderated by the DBE and approved by Umalusi. These were sent to PEDs in March 2019 (June 2019 papers) and August 2019 (November 2019 papers).

In addition, 143 question papers were set, moderated and approved by Umalusi for the June 2020 SC/ NSC Examination. These question papers were ready to be released to PEDs by the end of March 2020. This Examination was scheduled to be administered in May–June 2020.

A total of 205 of the 294 NSC November 2020/ June 2021 question papers for the examinations were also set and were at various stages of internal and external moderation.

2020 Practical/ Performance Assessment Tasks (PATs): PATs were developed for the 23 subjects that have a practical component and require learners to be practically assessed. These tasks were developed by the DBE and internally moderated and approved by Umalusi. The development of these tasks ensured that assessment quality and standard were consistent across all provinces.

The PATs were distributed to the PEDs at the beginning of the fourth quarter.

Exemplars and Common Examinations for Grade 11 and Grade 12: To assist the teachers and learners with the implementation of two separate papers in Accounting and Business Studies, eight (8) exemplar question papers for Grade 11 were set and internally moderated. For Grade 12, four (4) question papers were set, internally moderated and approved by Umalusi.

Common examinations for Grade 10 and 11 in Physical Sciences, Mathematics and English P3 were developed and sent to the PEDs in September 2019 for the final examinations.

Conduct of the 2019 June NSC/ SC Examinations: A total of 358 861 NSC and SC candidates enrolled to write the 2019 June examination with 23 956 candidates enrolled for six (6) or more subjects. The 2019 June NSC/ SC examination commenced on 2 May 2019 and ended on 14 June 2019. 119 June 2019 NSC/ SC marking guidelines were standardised and approved by Umalusi between 10 May 2019 and 18 June 2019. The marking was standardised to ensure that all PEDs adhered to principles of fairness, accuracy and reliability. The marking of the 2019 June NSC/ SC commenced on 20 June 2019 and ended on 7 July 2019 in all nine PEDs. The results were issued on 2 August 2019.

On 18 July 2019, a pre-standardisation meeting was hosted by the DBE involving provincial examination managers (Chief Directors and Directors in Examinations and Curriculum and Heads of Education Departments) to prepare standardisation proposals and were presented to Umalusi. Umalusi hosted the standardisation of the 2019 June NSC/ SC results on 18 July 2019 and Umalusi approved the credibility of the 2019 June NSC/ SC results on 26 July 2019.

Quality Assurance of School-Based Assessment (SBA): To strengthen the reliability and validity of the Grade 12 SBA marks, the DBE quality assured the SBA systems and processes in all nine (9) PEDs. The DBE took a holistic approach to the quality assurance of SBA in 2019 by focusing on the input, processes and output components of the PEDs' SBA system and was able to collect qualitative data. The quality assurance of PEDs' SBA implementation was conducted in two phases: Phase 1 (July 2019) and Phase 2 (October 2019). For the Phase 1 quality assurance, a team of national moderators was trained and deployed to all provinces for five (5) days. The first three (3) days were focused on the moderation of the learner and teacher files in the sampled subjects, while Day 4 was dedicated to the capacity-building workshop for subject advisors in the two (2) sampled districts per province. The DBE implemented the Phase 2 quality assurance of SBA in all provinces on 1–9 October 2019 in the following selected gateway subjects: Accounting, Business Studies, Geography, History, Life Sciences, Mathematics and Physical Sciences. Two (2) new districts were sampled per province during the second phase of quality assurance. Ten (10) schools per district were sampled and ten (10) learner portfolios per school were sampled in the selected gateway subjects per province. The moderation of assessment tasks formed the main focus of the moderation process. Samples of learner evidence were moderated to provide insight into the reliability and validity of the marking and marking tools used to assess learners' completed tasks.

The quality assurance of provincial moderation of Life Orientation was conducted from 15 October 2019 to 9 November 2019 across all provinces. The DBE conducted quality assurance of PEDs' PATs moderation in the following subjects: Design, Dramatic Arts, Music, Engineering Graphics and Design (EGD), Civil Technology, Mechanical Technology, Technical Sciences, Tourism and Visual Arts. The DBE moderators shadowed the provincial PATs moderation plans to observe and verify the moderation of the PATs and professional support was provided where on-site moderation was conducted at a school (e.g. Mechanical Technology and EGD).

On completion of the Phase 2 quality assurance of PEDs moderation, the DBE's School-Based Assessments (SBA), PATs, Life Orientation and Computer Applications Technology moderation teams generated feedback reports on their respective findings in all sampled subjects for all eight (8) sampled districts.

Quality Assurance of the moderation of South African Sign Language Home Language (SASL HL): School-Based Assessment was conducted in seven (7) provinces from 16 October to 5 November 2019. The DBE moderators sampled the SBA tasks and learner evidence at 11 participating schools. On the last day of the on-site moderation, preliminary feedback was given to the school management, learners, SASL teachers and SBA coordinators/ subject advisors.

Monitoring, coordination and provincial support: To ensure that PEDs were ready to administer the 2019 examinations, the DBE reviewed the examination systems and processes in all provinces. The DBE later conducted support visits in all provinces to establish progress in the implementation of the recommendations made during the previous monitoring and collaborative review visits by evaluating the progress made by each province in responding to the interventions on the improvement plans. Monitoring of the state of readiness of the provinces to conduct the 2019 NSC examination was done during September–October 2019.

With regard to the monitoring of the writing of the examinations, the DBE deployed 27 part-time monitors from 23 October 2019 to 28 November 2019. In addition, 24 School Improvement Support Coordinators (SISCOs) were requested to assist with monitoring of the writing of the November 2019 NSC examinations. Thus, the DBE had a total of 51 monitors for the writing of the examination. These monitors had undergone intensive training by the DBE to remind them of all policies on the conduct of examinations.

The DBE evaluated the monitoring plans of the PEDs and guided provinces on increasing the coverage during monitoring so that the possibility of malpractices could be minimised.

Conduct of the November 2019 NSC Examinations: The November 2019 NSC examinations were written by 616 754 full-time candidates and 170 963 part-time candidates in 6 874 examination centres, over six (6) weeks from 23 October 2019 to 28 November 2019. There was a significant reduction in administrative errors/ omissions as well as behavioural offences and acts of dishonesty in the 2019 NSC examination. However, there were challenges relating to the late start of examination in some PEDs due to problems relating to packaging of question papers. In general, there were no serious irregularities that could have compromised the integrity and credibility of examinations.

Hosting of 2019 November NSC Marking Standardisation Meetings: The DBE hosted 145 marking standardisation meetings to ensure reliable and valid marking of the 2019 November NSC examinations. The marking standardisation meetings spanned two days. Marking guidelines for all papers were finalised and approved by Umalusi. Final marking guidelines were disseminated to PEDs to prepare for the marking sessions in all provinces.

Hosting of the Grade 10 and 11 Common Examination Marking Standardisation Meetings: The DBE hosted ten (10) marking standardisation meetings from 2–22 November 2019. The two (2) day meetings were held to standardise the marking of the Grade 10 and 11 Common examinations for English First Additional Language P3, Mathematics P1 and P2 and Physical Sciences P1 and P2. Provincial Subject Coordinators participated in a discussion and amendment of the respective final marking guidelines. Thereafter, all provincial coordinators were trained to apply the marking guidelines using dummy scripts. Mark variances were discussed in detail to ensure consensus on the agreed scores per script. The final marking guidelines as well as training material were disseminated to PEDs to be mediated with teachers prior to the marking at schools.

Hosting of 2019 November NSC Centralised Marking of selected small enrolment subjects: The centralised marking of selected small enrolment subjects included the standardisation of the marking of South African Sign Language Home Language. The standardisation of the marking guidelines and training of the markers was done on 2–3 December 2019. Marking of the other small enrolment subjects took place from 4–14 December 2019. Internal Moderators' Reports generated after the marking session were disseminated to the respective PEDs.

2019 NSC Centralised Re-Marking: The DBE also hosted the Centralised Re-Marking of selected small enrolment subjects for the 2019 November NSC examination in Pretoria at the DBE offices, from 9–13 February 2020. A total of 342 scripts were received from PEDs in the four (4) non-language subjects, i.e. Agricultural Management Practice, Agricultural Technology, Dance and Music and in four (4) Languages at First and Second Additional Language level (i.e. IsiXhosa SAL, Sepedi FAL, Sesotho FAL and Tshivenda FAL). Upon completion of the marking, the mark sheets were sent to the respective PEDS for capturing.

Standardisation of 2019 November NSC Results: On 20–22 December 2019, two-day pre-standardisation meetings were hosted by the DBE involving provincial examination managers to prepare standardisation proposals presented to Umalusi on 23 December 2019. Umalusi hosted the standardisation of the 2019 NSC results on 23 December 2019.

2019 NSC Examination Results and Feedback: NSC examination results were processed and released to candidates on 7 January 2020. To adequately consolidate all the data presented to the PEDs, the stakeholders in education and the media, four reports and a pamphlet/ booklet were produced. These reports were released during the release of results on 7 January 2020.

Examinations Administration

Management and Maintenance of the Integrated Examination and Computer System (IECS): System developments and enhancement were processed following the conduct of the June 2019 Senior Certificate examination and the November 2019 NSC examination. All system enhancements, changes and new developments were successfully concluded and implemented.

Data Management for the Integrated Examination Computer System: The registration, written mark capturing, SBA marks, standardisation, statistical moderation and resulting for the June 2019 SC and November 2019 NSC were all successfully concluded. The Re-mark / Re-check was also successfully concluded. Data consolidation and analysis for the Ministerial reports and curriculum interventions were completed. The Business Intelligence (BI) system is being used to implement and supplement departmental reporting processes.

The collection of Quarterly data for Grades 3, 6, 9 and 12 was implemented across the system in conjunction with EMIS and Curriculum. Data was collected for all four (4) terms except for a few provinces. The system for data collection across all grades has now been institutionalised.

Certification: The core functions performed by Certification are to issue Statements of Results, Confirmation letters, Replacement Certificates, Combination of Results as well as Verification of Pre-1992 certificates. All these functions were performed in line with requests received within three weeks.

New technologies to improve Assessment and Examination Systems: New technologies are working effectively on implementation, including the E-Registration, E-Re-issue and E-Re-mark/Re-check. These systems have been tested and implemented across provinces. Enhancements are constantly being refined to improve the interaction between users and the systems. The Item Banking tender was cancelled.

Business Intelligence is integrated into the Examination system and this has contributed to improved management of data across the system.

Partnerships

The formalisation of partnerships: The Department initiates new partnerships and monitors the implementation of existing DBE partnerships by signing Collaborative Agreements as well as the opinion and/or confirmation of compliance on the formalisation of agreements (vetting of potential partnerships). The database of all DBE partners and partnerships is continuously being updated.

The following agreements were approved and signed by the Director-General: South African Career Development Association; Air Traffic and Navigation Services; and Innovation Edge.

Initiated proposals of the following partnerships (agreements) were submitted for vetting concerning compliance: Asstej SA; Innovation Edge; Lego Foundation; BMS Education; Thabo Mbeki Foundation; and Seshego Group (Pty) Ltd.

Partnerships on Sustainable Educational Programmes: Facilitated sponsorships and/ or donations from various partners of the DBE to support the various DBE sustainable Educational Programmes: New Africa Education Foundation (with various partners), Tiger Brands Foundation, AVBOB, Unilever, Norcros SA, and SuperSport – Let's Play.

- Estimated number of schools benefited: 47.
- Estimated number of learners benefited: 21 641.
- Estimated number of teachers benefited: 663.
- Estimated monetary value: R6 317 342.

Partnerships on Ministerial Programmes: Support of various Ministerial programmes: Facilitated sponsorships and/or donations from various partners of the DBE to support the various DBE Ministerial programmes: Association for the Development of Education in Africa (ADEA); 2019 NSC Examination Results Announcement; 20th National Teaching Awards; and the National Education Excellence Awards. The following partners contributed: Entsika Consulting; Vodacom Foundation; MTN; Massmart; AVBOB Foundation; Anglo American South Africa; Road Accident Fund (RAF); Tiger Brands Foundation; Kagiso Trust; KST; and Via Afrika.

- Estimated number of schools benefited: 140.
- Estimated number of learners benefited: 5 281.
- Estimated number of teachers benefited: 173.
- Estimated number of District Directors benefited: 75.
- Estimated number of Ministers and ADEA officials benefited: 15.
- Estimated monetary value: R7 396 044.

Facilitation of Partnerships on Literacy Intervention in support of 1 000 School Libraries Provision and Read to Lead Campaign. The Department is currently working on the implementation and delivery of the pledges made by DBE partners to support the literacy intervention.

Organisations supported the literacy intervention campaign: New Africa Education Foundation with its various partners, Siyafunda Donate-a-Book, the Web Foundation and AVBOB Foundation supported the literacy intervention campaign.

- Estimated number of schools benefited: 26.
- Estimated number of learners benefited: 12 070.
- Estimated number of teachers benefited: 370.
- Estimated monetary value: R6 235 300.

Project Management

The DBE undertook monitoring visits to three provinces, namely KwaZulu-Natal, Eastern Cape and Limpopo, during the first quarter of the 2019/20 financial year to monitor and verify the roll-out of Rural Education Assistants Programme (REAP) to schools.

Independent monitoring report containing findings of the visits and recommendations was compiled and presented to the Project Steering Committee (PSC) for approval.

The Project Steering Committee (PSC) for two European Union (EU) Projects (Technology for Grades 7–9 & Systemic Improvement of Language and Numeracy in the Foundation Phase) was established following approval by DBE Senior Management. A letter was sent to the National Treasury confirming DBE's commitment to participate in the Education for Employability (EE) programme.

United Nations Educational, Scientific and Cultural Organisation (UNESCO)

UNESCO 205 Session of the Executive Board Meeting, 3–17 April 2019, Paris, France: South Africa successfully participated in the Executive Board meeting. South Africa delivered on its international obligations to UNESCO.

Mobile Learning Week Seminar on Artificial Intelligence for Sustainable Development, **26 April 2019, Mpumalanga:** The South African National Commission for UNESCO's Communications and Information (CI) Sector coordinated a seminar themed '*Artificial Intelligence for Sustainable Development'*. South Africa contributed to artificial intelligence activities.

2019 International Jazz Day, 27 April to 1 May 2019, Sydney, Australia: The South African National Commission for UNESCO participated in the 2019 International Jazz Day, learning best practices in hosting the International Jazz Day, in preparation for Cape Town hosting in 2020.

2019 International Year of Indigenous Language (Setswana), 6 May 2019, Mahikeng: The South African National Commission for UNESCO and North-West University celebrated the UNESCO 2019 International Year of Indigenous Language, creating awareness of South African indigenous languages.

Early Childhood Development (ECD) Play and Resilience Project, 19–26 May 2019, Vhembe, Limpopo: The South African National Commission for UNESCO arranged a closing ceremony for the project. South Africa thereby implemented UNESCO's ECD activities.

Capacity-building workshop on the different aspects of the Climate Risk Informed Decision Analysis (CRIDA) approach, 27 May to 1 June 2019, Stellenbosch: South Africa hosted a UNESCO regional workshop to provide a platform for UNESCO regional and international activities.

Migration Dialogue for Southern Africa (MIDSA), 25–28 June 2019, in Windhoek, Namibia: The DBE participated in the Assisted Voluntary Return and Reintegration (AVRR) Special Session during the MIDSA Conference. The DBE thus contributed to regional discussions on migration.

UNESCO 2019 Forum on Education for Sustainable Development and Global Citizenship, 2–3 July 2019, Hanoi, Vietnam: The DBE participated in the forum. South Africa effectively participated in UNESCO international activities.

International Organisation for Migration (IOM) Workshop on AVRR focused on Reintegration, 9–12 July 2019: The DBE participated in the workshop. South Africa effectively participated in IOM regional activities.

Workshop for policymakers 'Addressing anti-Semitism in and through education', 10–11 July 2019, Paris, France: The DBE participated in the workshop. South Africa effectively participated in UNESCO international activities.

Final Launch Programme and Concept note on the Early and Unintended Pregnancies (EUP) Launch, 31 July 2019: South Africa hosted a UNESCO regional launch. South Africa thus provided a platform for UNESCO regional and international activities.

Sub-Regional meeting on promoting the SDGs in Southern Africa through UNESCO's Man and the Biosphere (MAB) Programme, 21–23 August 2019, Maputo, Mozambique: The South African National Commission for UNESCO participated in the MAB programme. South Africa effectively participated in UNESCO MAB regional activities.

Southern Africa Sub-Regional Consultative Meeting of National Commissions for UNESCO, 26–28 August 2019, Maputo, Mozambique: The South African National Commission for UNESCO participated in the regional meeting of National Telecommunications Commissions (NATCOMs). South Africa effectively participated in UNESCO regional activities.

Launch of the UNESCO Chair on Open Distance Learning (ODL), 29 August 2019, Unisa: The South African National Commission for UNESCO facilitated the application for a UNESCO Chair by The University of South Africa (UNISA). South Africa effectively increased the number of UNESCO Chairs.

International Forum on Inclusion and Equity in Education, 11–13 September 2019, Cali, Colombia: The DBE participated in the forum. South Africa effectively participated in UNESCO international activities.

Sub-Regional Training of Trainers and Peer Learning on Participatory Policy Monitoring of the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expression, 17–19 September 2019, Pretoria: South Africa hosted a UNESCO regional workshop. South Africa thus providing a platform for UNESCO regional and international activities.

High-level Forum on "Neuroscience and the Future of Education and Learning", 21–23 September 2019 in Daegu, South Korea: The DBE participated in the forum. South Africa effectively participated in UNESCO international activities.

6th SA-UNESCO Engineering Conference, 25–27 September 2019, North-West University: The South African National Commission for UNESCO, along with the Department of Science and Innovation, coordinated the Engineering Conference. South Africa effectively addressed the shortage of engineers.

International Day for Universal Access to Information celebration, 27 September 2019, University of Pretoria: The South African National Commission for UNESCO, along with the Department of Communication, facilitated the celebration of South Africa by effectively creating awareness on the right to access to information.

UNESCO 206th Session of the Executive Board Meeting, 9–23 October 2019, Paris, France: South Africa successfully participated in the Executive Board meeting. South Africa delivered on its international obligations to UNESCO.

MOST Academy on Inclusive Social Development, 10–11 October, Lilongwe, Malawi: The South African National Commission for UNESCO participated in the MOST programme.

Inaugural ceremony of the African Union continental teacher prize, and validation of teacher professional guidelines and qualification framework, Addis Ababa, Ethiopia, 21–23 October 2019: The DBE participated in the forum.

Regional Capacity-Building Training Workshop on Migration Management, 21–25 October 2019, Blantyre, Malawi: The DBE participated in the workshop. South Africa effectively participated in IOM regional activities.

Global Citizenship Education through teachers (GCED) networking meeting, 28–29 October 2019: South Africa hosted the UNESCO GCED meeting.

40th session of the UNESCO General Conference, 12–27 November 2019, Paris, France: South Africa successfully participated in the General Conference. South Africa delivered on its international obligations to UNESCO.

12th Policy Dialogue Forum of the International Task Force on Teachers and the Ministerial Roundtable meeting, 8–11 December 2019: The DBE participated in the forum. South Africa effectively participated in UNESCO International activities.

Regional Review Meeting of the Sustainable Development Goal 4 (SDG4) meeting, 9–11 December 2019: South Africa hosted a UNESCO SDG4 meeting, to provide a platform for UNESCO regional and International activities.

World Radio Day, 13 February 2020, University of Limpopo: the South African National Commission for UNESCO participated in the CI programme. South Africa effectively participated in UNESCO activities.

Switched on Forum: Sexuality Education through the digital space, 19–21 February 2020, Istanbul, Turkey: The DBE participated in the forum. South Africa effectively participated in UNESCO International activities.

Workshop under pilot action for voluntary return and sustainable community-based reintegration for South Africa, Malawi, Mozambique and Zambia, 19–21 February 2020, Maputo, Mozambique: The DBE participated in the workshop. South Africa effectively participated in IOM regional activities.

Regional Meeting on Continuous Professional Development (CPD), 24–25 February 2020, Lusaka, Zambia: The DBE participated in the meeting. South Africa effectively participated in UNESCO regional activities.

International Relations and Multilateral Affairs

Bilateral Cooperation with Foreign Countries

Cooperation with the People's Republic of China: The DBE is monitoring the implementation of cooperation with the People's Republic of China. The DBE received a new Chinese Language specialist seconded by the Chinese government to work on the promotion of the Chinese language in South Africa. The specialist was also expected to assist the DBE with the implementation of the Curriculum and Assessment Policy Statement (CAPS) for foreign languages.

The Director-General led the South African delegation to the International Confederation of Principals Convention (ICPC), at the East China Normal University in Shanghai, China, from 13–26 October 2019. Since the signing of the agreement, the government of the People's Republic of China has offered capacity-training courses for DBE employees and provincial officials. In the 2019/20 financial year, the DBE facilitated the participation of school principals and DBE officials in the following capacity-training courses:

- Seminar on Enhancing Primary and Secondary Schools Management for developing countries in 2019, from 21 August to 10 September 2019;

- Seminar on Excellent Teachers training for English-speaking African countries, from 28 August to 17 September 2019.
- Seminar on Capacity Building for young educators from developing countries, from 11 to 31 October 2019;
- Seminar for Education Managers from BRICS (Brazil, Russia, India, China and South Africa) countries, from 10 to 30 October 2019;
- Seminar on Chinese Language for government officials from developing countries, from 16 October to 14 November 2019;
- Seminar for Education Managers from BRICS countries from 6 November to 5 December 2019; and
- Seminar on Applied Chinese for officials from African countries from 13 November to 10 December 2019.

Cooperation with the Republic of Cuba: Since the signing of the Cooperation Agreement with the Republic of Cuba, the DBE has been monitoring the implementation of the agreement. The DBE welcomed 14 specialists in Mathematics and Science. Ten (10) Specialists were based in the DBE supporting the Curriculum Branch and four (4) were based in the Eastern Cape. It was agreed during a HEDCOM meeting that the specialists should be transferred to provinces. The DBE has since facilitated the transfer of these specialists to Limpopo, Gauteng, Free State and Eastern Cape. Two (2) other specialists are earmarked for KwaZulu-Natal while two (2) will remain at the DBE.

The Minister met with the Ambassador of Cuba to South Africa on 22 November 2019 at the DBE. The DBE intends to renew/extend the bilateral relations with Cuba to include new cooperation areas such as curriculum development, ECD, vocational education and teacher development.

Cooperation with the Republic of South Korea: The DBE signed a Memorandum of Understanding (MoU) with the National Institute for International Education (NIIED) of the Ministry of Education for South Korea. The Director-General and the NIIED President, Mr Kwang Ho Kim, signed the MOU in 2016. Under the MoU, NIIED dispatched 14 volunteer Mathematics, Computer Studies and Science teachers to South Africa in 2018. Six (6) teachers were placed in Gauteng schools while eight (8) were placed in Eastern Cape schools. All the volunteer teachers left after concluding their terms; however, one volunteer was requested to remain in Pretoria.

During the period under review, the Embassy of South Korea donated school furniture to the value of R100 000 to South Africa. The Embassy of South Korea assisted to coordinate a meeting for the Director-General and the Director-General for the Ministry of Education in South Korea on the side-lines of the 10th World Congress of the International Brain Research Organization (IBRO) on Neuroscience, which took place in Daegu, South Korea, from 21–25 September 2019. The Embassy further coordinated a school visit to one (1) of the hi-tech schools in Sarong City.

The DBE received communication from the NIIED through the Department of International Relations and Cooperation, regarding the 2020 cohort. However, there were concerns regarding areas of specialisation of some of the volunteers. The DBE met with the President of NIIED on 18 January 2020 to address the concerns and further engage on dispatching the volunteers to other provinces, as previously the volunteers were dispatched to Gauteng and Western Cape only. The volunteers were expected to arrive in the country on 28 February 2020. Following the outbreak of COVID-19, the process was put on hold.

Cooperation with the Republic of France: The DBE is monitoring the implementation of the bilateral agreement with the Republic of France which was signed by the Minister on 28 February 2019.

As part of the implementation of the signed agreement, a DBE delegation undertook a study visit to the Republic of France for technical exchanges with the Ministry of Education in France as well as other possible partners, from 18–22 November 2019. During the visit, the DBE discussed a draft implementation plan of the bilateral agreement between the two (2) countries. The final draft of the implementation plan will be officially signed off by both departmental heads for implementation once the plan is agreed between the parties.

Cooperation with the Republic of Kenya: Negotiations on the cooperation agreement with Kenya were concluded and the Minister undertook an official visit to Kenya to sign the bilateral agreement, which was signed on 16 May 2019. Subsequently, a draft implementation plan was developed and was shared with the Ministry of Education for Kenya for input.

Cooperation with the United Arab Emirates: The Minister met with the Ambassador of the United Arab Emirates (UAE) on 12 July 2019. The purpose of the meeting was to establish relations between the Embassy and the DBE. Following the meeting, the DBE was requested to nominate a school to be a recipient of support focused on reading from the Embassy. Zamintuthuko Primary School was nominated and a site visit was conducted to assess the needs of the school. A list of needs was submitted to the Embassy.

The Director-General met with the Ambassador on 2 September 2019 to discuss possible areas of cooperation between South Africa and the UAE, based on the following priority areas: ECD, Reading, ICT, Infrastructure, Teacher Development and Social Cohesion. A draft MoU was developed and shared with the Embassy for consideration.

Cooperation with the United Republic of Tanzania: The DBE received a draft MoU on cooperation in Kiswahili between the Republic of South Africa and the Republic of Tanzania initiated by the Tanzanian Ministry of Education. The DBE met with the Department of International Relations and Cooperation (DIRCO) on 18 March 2020 to discuss an update on progress made on the implementation of teaching Kiswahili in South African schools. The meeting also discussed the expectations by both Tanzania and South Africa as well as the support that could be provided by DIRCO.

Multilateral Engagements and Development Agencies

Southern African Development Community (SADC): The DBE received an invitation for the SADC Ministers of Education and Training, Science and Technology Meeting that took place in Namibia from 17–21 June 2019. The Deputy Director-General responsible for Care and Support Services led the DBE delegation participating in the meeting. The DBE also participated in the SADC Workshop on the Mid-Term Review of the Regional Indicative Strategic Development Plan (RISDP) 2015–2020 and Strategic Indicative Plan Organ (SIPO).

The DBE annually facilitates the participation of South African learners in the SADC Secondary Schools Essay Competition. The topic for 2019 was '*How can Youth-focused Programmes contribute to Sustainable Socio-Economic Development of the SADC Region?'.* The Minister awarded the national winners their prizes on 5 December 2019.

The following were the 2019 winners:

- 1st place US $500: Mpho Metsing, (Grade 12), Leruntse-Lesedi Secondary School, North West;
- 2nd place US $ 300: Mogapi Baetsing (Grade 12), Leruntse-Lesedi Secondary School, North West; and
- 3rd place US $200: Kganyisile Mapholoba, (Grade 12), Gatelapele Secondary School, North West.

Association for the Development of Education in Africa (ADEA): The DBE and the ADEA co-hosted the high-level annual policy dialogue forum on '*Secondary Education in Africa: Preparing Youth for the future of work'*, from 29–31 July 2019 in Johannesburg. The policy dialogue brought together 11 Ministers as well as other senior representatives from various African countries and across the world.

United Nations Women: The DBE and the Department of Science and Technology co-hosted the African Girls Can Code Initiative. The camp comprised girls from several African countries. The DBE nominated nine (9) girl learners from seven (7) provinces to participate in the camp. Learners from the following provinces participated: Gauteng four (4), Free State one (1), Limpopo one (1), Mpumalanga one (1), North West one (1) and Western Cape one (1). The participating learners were awarded laptops. The DBE ensured that the laptops were delivered to the learners upon receiving the laptops from the organisers.

Cooperation with Japan International Cooperation Association (JICA): The DBE met with the JICA volunteer on 29 May 2019 to discuss the Volunteer Programme. The DBE was informed that JICA intended dispatching volunteers to Free State and North West. Volunteers were also dispatched to Limpopo and Mpumalanga. The DBE arranged a meeting with the Northern Cape Department of Education to introduce the volunteer programme. The DBE conducted monitoring visits to Limpopo and Mpumalanga where some volunteers were based. To complement the pilot initiatives that were conducted in Free State and North West, the DBE collaborated with JICA to develop a Teacher's Manual for Mathematics to embody the 'Mathematics Teaching and Learning Framework for South Africa'. The Teacher's Manual was piloted in Hani Park Primary School and Thabong

Primary School in the Lejweleputswa District, Free State; and Moremogolo Primary School and Rankelenyane Primary School in the Bojanala District, North West.

Facilitation and support for participation of the Minister, Deputy Minister and the Director-General in international fora and meetings: The following summarises activities undertaken:

- The Minister's participation at the 8th Africa Federation for Teaching Regulatory Authorities (AFTRA) International Conference in Maseru, Lesotho, on 14 May 2019. The Minister was conferred with the Fellowship Award at the conference for persons who have made remarkable contributions to the development of the teaching profession in any African country or Africa in general.
- The Minister's visit to Nairobi on 16 May 2019 to sign a cooperation agreement with the Minister of Education in Kenya.
- The Director-General's visit to the USA to participate in the Research and Policy Symposium in Washington, D.C., on 21 May 2019. The Embassy of South Africa in the US arranged bilateral meetings for the Director-General.
- The Information and Communication Technology fact-finding mission to Rwanda, led by the Director-General, took place on 8–9 July 2019.
- The Director-General's participation at the 8th Education International World Congress in Bangkok, Thailand, from 21–26 July 2019. The Director-General was invited by SADTU to form part of their delegation.
- The Director-General's ICT fact-finding mission to Kenya took place on 9–11 September 2019.
- The Director-General's visit to South Korea to meet the Department of Education on the side-lines of the 10th World Congress of the IBRO in Daegu, South Korea, 21–25 September 2019.
- The Director-General's visit to the USA for engagements with international stakeholders, from 15–22 October 2019, and the International Convention of School Principals in Shanghai, China, 23–26 October 2019.
- The Director-General led a delegation of DBE and provincial officials on a study tour to France on an exchange of expertise in education, 18–22 November 2019. The purpose of the visit was to hold bilateral engagements on the different areas of cooperation, discuss and finalise the draft implementation plan of the bilateral agreement and visit different stakeholders and potential partners in France who could support South African basic education priorities.
- The Deputy Minister, Dr MR Mhaule, participated in the 21st Session of the ADEA Executive Committee on 1 December 2019, the 46th Session of the ADEA Steering Committee on 2 December 2019 and 2019 Innovation Africa from 3–5 December 2019.

Agreements with Zimbabwe and Zambia were not concluded due to continuous non-responsiveness from the respective ministries of these countries. The DBE will continue reaching out to the two countries to establish if the countries are still interested in pursuing cooperation with South Africa.

DISTRICT PLANNING AND SUPPORT

Strengthening circuit management: The HEDCOM Sub-committee on District Coordination, Monitoring and Support established a Circuit Management Task Team (CMTT). The CMTT produced a document on the roles and responsibilities of circuit managers. The task team also researched the recruitment and salary levels of circuit managers across all the provinces so these could be standardised. The aim was to ensure that each circuit has the capacity to bring effective professional, management and administrative services to educational institutions to help them improve the quality of teaching and learning, and a sizing model for the equitable distribution of workloads for circuit managers against salary levels.

During the period under review, the information of 951 circuit managers across all provinces was collected. Information collected included the name of the district and the circuit, the name of the circuit manager, PERSAL number and contact details of the circuit manager. The aim was to have a clearer picture of officials appointed as circuit managers in the various provinces and also to verify their salary levels.

The research conducted on the recruitment and salary levels of circuit managers aimed to ensure that each circuit has officials with the capacity to bring effective professional, management and administrative services to educational institutions to help them improve the quality of teaching and learning.

The HEDCOM meeting of 14 October 2019 recommended to the CEM the approval of the proposals with respect to strengthening circuit management regarding (a) roles and responsibilities; (b) salary levels and recruitment, and (c) capacity building.

The CEM approved proposals (a) and (c) but referred the matter of salary levels back to the HEDCOM to deal with the financial implications, given the tight fiscal position the country finds itself in. The HEDCOM meeting of 10 February 2020, as directed by the CEM, considered the matter of salary levels to deal with the financial implications thereof with respect to strengthening circuit management.

Credible district information: The 2019/20 district information was updated through collaboration with provinces. All incumbent and newly appointed managers' contact details are now up to date. The information will be triangulated with EMIS data to ensure that the sector has credible and reliable data on districts. Thereafter the information will be made available to the public by publishing it on the DBE website.

North West Section 100(1)(b) Intervention: The District Coordination workstream was established to monitor and support the North West on district coordination-related areas of Section 100(1)(b) intervention as identified. The workstream convened at least once to assess progress as well as prepare reports for tabling at the Ministerial Intervention Meetings.

The workstream focused on five (5) important areas. Filling of vacancies was cited as an important factor in the improvement of NSC results. Tools of trade was an area of improvement since the tools were provided. Motor vehicles and devices were provided. There continued to be challenges regarding school disruptions as a result of scholar transportation that affected over 200 learners in two (2) rural secondary schools.

Fundamentals of Performance (FOPs) Self-Assessment for districts: A meeting was held on 2 April 2019 between the NECT and DBE to discuss the evaluation report which highlighted the benefits and success of the FOP process. The meeting recommended the improvement of the process and the need to refine the self-assessment instrument linking the standards to school performance, including a glossary to explain terminology and a description of the categories.

To improve the efficacy of the data collection process, a meeting was held at the Western Cape Education Department on 5 June 2019 to discuss changing the manual process of collecting district data to an electronic process. The electronic process will save time and resources which will provide time for quality discussions and planning to address challenges.

A progress report on the District Development process since the pilot phase was developed. To date, 44 districts out of 75 (almost 60%) have attended workshops. Individual district reports and District Development Plans have been produced. A web link was set up containing the Fundamentals of Performance reports for all the 44 districts that were trained in 2019, including their District Development Plans.

Amended districts' policy implementation, monitoring and support: A template for guiding the compilation of implementation plans by provinces was developed and sent to all PEDs, summarising key elements of the plan and key deliverables per year. Seven (7) provinces, excluding Mpumalanga and Free State, have submitted their policy implementation plans.

Support to underperforming districts through the Mentorship programme: Six (6) mentors were appointed on a two (2) year contract to support district officials in 11 underperforming districts from March 2019. However, one of the mentors passed away in October 2019 and the replacement is scheduled to start in April 2020. Districts performing below the 70% benchmark as well as those with newly appointed district directors are supported. At the commencement of the 2019/20 mentorship cycle, six (6) districts from Limpopo and five (5) from the Eastern Cape participated. Nine (9) education districts were supported in 2019.

The highest improvement of 9.1 % was realised in Amathole West district and 9% in Joe Gqabi in the Eastern Cape. There was a noticeable improvement of 7.1% recorded in Capricorn South, in Limpopo.

The NSC learner performance of the districts involved in the mentorship project is given in the table, below.

Table 51. 2018/19 Comparison of NSC results in the underperforming districts

District	2018			2019			Outcome
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	% Increase/ Decrease (2018-2019)
Amathole West	3 634	2 020	55.6	3 068	1 986	64.7	9.1
Joe Gqabi	3 174	2 138	67.4	3 045	2 326	76.4	9
Chris Hani West	4 294	2 966	69.1	3 974	2 996	75.4	6.3
Sekhukhune East	7 350	4 450	60.5	6 707	4 228	63.0	2.5
Sekhukhune South	7 889	5 273	66.8	7 127	4 876	68.4	1.6
Capricorn North	8 514	5 424	63.7	6 793	4 683	68.9	5.2
Capricorn South	11 655	7 952	68.2	9 813	7 389	75.3	7.1
Mopani East	9 225	6 347	68.8	8 248	5 972	72.4	3.6
Mopani West	7 945	5 128	64.5	6 975	4 746	68.0	3.5

A total of 40 district officials (circuit managers and subject advisors) were mentored during the 2019/20 financial year.

Minister's meetings with District Directors: Three (3) quarterly meetings were held with the District Directors during the 2019/20 financial year. The meeting in September 2019 was replaced by an Education Summit to discuss strategies to improve Foundational Skills in the system and to reflect, as district directors, on how the system could be improved. The meetings continue to be well attended, with the lowest attendance recorded at 76% and the highest at 95%.

National Education Excellence Awards: A group of seven (7) district and school managers who were the recipients of the 2019 National Education Excellence Awards attended the Inspiring Leadership Conference in Birmingham, UK, from 4–8 June 2019. The second group of six (6) managers attended the Model Schools and Districts Innovative Conference in Washington, D.C., from 23–28 June 2019. The purpose of these visits was to provide officials with exposure to international best practices.

The 7th National Education Excellence Awards ceremony to recognise and reward excellence for districts and schools was held on 13 March 2020 at Glen High School in Pretoria. The Minister of Basic Education awarded certificates of excellence and other prizes to officials representing districts and schools in a total of 15 categories. The 2020 Awards largely mirrored the 2019 event in terms of categories awarding learner performance in the NSC. Three categories that required submission of provincial finalists could not be awarded due to poor response from provinces. The nominations will in future be aligned to the National Teaching Awards processes to improve the quality of submissions.

The DBE could not implement the capability-building programme data training for the remaining district directors in the current financial year due to financial constraints. Funding proposals agreed with the ETDP SETA will be implemented in the next financial year.

School Level Planning and Implementation Support

For the 2019/20 financial year, the Department focused on strengthening three areas to ensure that the quality of learner outcomes improves.

The three focus areas are:

- Strengthening the utilisation of performance data for improved performance;
- Management and support of underperforming schools; and
- Planning and intervening to minimise the impact of disruptions to learning and teaching as a result of protests.

Strengthening the utilisation of performance data for improved performance: School Improvement Support Coordinators (SISCOs), led by provincially-based Project Managers, continued working with 132 Circuit Managers in 30 districts to strengthen the utilisation of data to craft interventions that improve learner performance. The initiative potentially impacted on a total of 3 375 schools. Of the 30 districts identified, 24 improved their performance in the 2019 NSC, while only six (6) districts declined. All participating education districts in the Eastern Cape, Limpopo, North West and KwaZulu-Natal improved in performance in the 2019 NSC. Some proportion of this performance improvement may be attributed to the improvement in the performance of the targeted circuits.

Motheo C6, Free State

Tweefontein North Circuit, Mpumalanga

Mpumalanga SISCOs with Gert Sibande District

PLC for Principals in Mtontsasa and Hlwahlwazi Circuits

Focus Circuits Performance: 96 of the 132 circuits showed improvement in the 2019 NSC. All the circuits in the North West improved in NSC performance.

Table 52. Focus circuits' performance after intervention

Province	No of Circuits on intervention	Increased
Eastern Cape	21	16
Free State	14	7
Gauteng	12	5
KwaZulu-Natal	35	29
Limpopo	16	14
Mpumalanga	16	12
Northern Cape	10	5
North West	8	8
Total	**132**	**96**

The focus for this financial year was on building new and strengthening existing professional relationships with Circuit Managers and institutionalising a culture of utilising learner performance data to craft evidence-based interventions. Systems Integration Specialists Companies (SISCOs) held monthly interactive meetings with Circuit Managers where they focused on the following:

(a) Assisting Circuit Management to improve the quality of Circuit Academic Improvement Plans (CAIPs);
(b) Analysis of the latest available performance data; and
(c) Identifying trends and refining intervention strategies to support high-risk learners and poor-performing subjects.

Circuit Managers were assisted to understand and interpret Circular D2 of 2017 correctly. Underperforming primary and secondary schools, as well as chronic underperforming secondary schools, were prioritised by ensuring that the improvement needs were systematically recorded into the CAIPs and intense interventions awarded to underperforming schools.

Functional Professional Learning Communities (PLCs) were established for Mathematics, Physical Sciences, Accounting, Business Studies and Geography in the focus circuits in KwaZulu-Natal. Eastern Cape focused on strengthening PLCs for Life Sciences, Agriculture, Tourism, Life Orientation, Mathematics and English. Members of the PLCs shared common question papers for all exit grades. Motheo Circuit in the Free State focused on Inclusive Education and School Management Teams. In the Northern Cape, PLCs for Foundation Phase educators were formed for sharing best practices and empowerment on curriculum management. Less success was evident in Gauteng where circuit managers were of the opinion that subject advisors were responsible for PLCs.

Reading initiatives are operational in Insuze Circuit in Ilembe District and Dududu Circuit in Ugu District, KwaZulu-Natal. A steady decrease in underperforming schools has been noted in all focus circuits, with Limpopo registering a decrease from 125 underperforming schools in 2018 to 83 in 2019. In the Northern Cape, the number of underperforming secondary schools has been reduced from 18 in 2018 to eight (8) in 2020 in the ten (10) focus circuits.

All focus Circuit Managers currently adhere to the contents of circular D2 of 2017, even in the Eastern Cape where the province had not submitted a report to the Minister of Basic Education as required. Chronic underperforming primary and secondary schools are supported to improve their performance.

Three (3) SISCO Operational Meetings were held at the DBE to reflect on progress, challenges and the way forward for supporting circuit managers in provinces. Project Managers met on 5 December 2019 to finalise the operational plan for 2020. KwaZulu-Natal and Eastern Cape SISCOs attended a mentoring and coaching workshop at the DBE. Empowerment sessions were held by DBE staff in individual provinces, where SISCOs and project managers were empowered on how to interact with circuit managers and reporting processes.

Project Manager's Meeting November 2019

Capacity Building Workshop: Mentoring and Coaching October 2019

Monitoring of NSC 2019: In addition to their core responsibilities, SISCOs and Project Managers also participated in monitoring the NSC examinations. A total of 393 examination centres were monitored in eight (8) provinces.

Management of underperformance in schools: The management of underperformance in schools is guided by sections 16A and 58B of the South African Schools Act, Act 84 of 1996, and it is at the core of the sector's efforts to ensure that all learners receive a quality education, regardless of their geographical location.

Members of the Executive Council of all nine (9) PEDs were requested through a letter signed by the Minister to report on the identification, management and support of underperforming schools and, as at 30 August 2019, all PEDs had submitted reports to the Minister, except for the Eastern Cape.

Table 53. Numbers of schools underperforming in each province in 2018 and 2019

Province	Primary Schools		Secondary Schools		Chronically Underperforming Schools	
	2018	**2019**	**2018**	**2019**	**2018**	**2019**
Eastern Cape	*80	-	*41	-	*43	-
Free State	313	215	19	15	2	8
Gauteng	273	70	62	23	6	6
KwaZulu-Natal	932	1 419	487	563	406	252
Limpopo	971	692	695	507	305	322
Mpumalanga	246	137	141	106	25	32
Northern Cape	245	204	65	42	9	6
North West	51	61	98	97	57	13
Western Cape	52	26	58	74	2	9
Total	**3 163**	**2 071**	**1666**	**823**	**855**	**313**

Key: Increase = **; Decrease** = **No change** =

Trends that emerge from Free State, Gauteng, KwaZulu-Natal, Mpumalanga, Northern Cape and Western Cape indicate a decline in the number of underperforming schools. For example, underperforming primary schools declined from 3 163 to 2 071 and secondary schools declined from 1 666 in 2018 to 823 in 2019. Chronically underperforming schools have also declined from 855 in 2018 to 313 in 2019. Reports further point to assessments which have been conducted on individual schools to establish causes of underperformance. Poor management and leadership of the schools and poor monitoring of the curriculum coverage have been identified as the main common causes of underperformance at the school level.

Impact of Community Protests on Teaching and Learning: A reporting and consolidation mechanism was set up to ensure that all community protest actions are monitored and their impact on teaching and learning measured. A reporting template/ form to be completed by PEDs on a quarterly basis or as incidents occur was developed and sent to the Heads of Provincial Education Departments. Six (6) of the nine (9) PEDs submitted the reports.

Table 54. Reported impact on schools of community protests

Province	Type of protests	Number of schools affected	Intervention programme	Type of recovery programme
EC	Election-related protests.	56	Meetings with various stakeholders.	Morning, afternoon and weekend classes.
FS	Election-related protests.	72	Meetings with various stakeholders.	Morning, afternoon and weekend classes.
GP	Election-related protests.	16	Meetings with various stakeholders.	Morning, afternoon and weekend classes.

Province	Type of protests	Number of schools affected	Intervention programme	Type of recovery programme
KZN	Conflict related to the ownership of land where the school is located.	28	Meetings with various stakeholders.	Morning, afternoon and weekend classes.
LP	Community of Zebediela have resuscitated their protest in demand of a tarred road. Community of Waterberg protested against lack of service delivery.	14 12	Meetings with various stakeholders. Meetings with various stakeholders.	Morning, afternoon and weekend classes. Morning, afternoon and weekend classes.
MP	Community complained about lack of service delivery.	33	Meetings with various stakeholders.	Morning, afternoon and weekend classes.
NW	All Districts affected by community protests in demand of various issues related to lack of service delivery.	23	Meetings with various stakeholders.	Morning, afternoon and weekend classes.
NC	The community wants various issues related to lack of service delivery resolved.	6	Meetings with various stakeholders.	Morning, afternoon and weekend classes.
WC	Community complained about lack of safety.	2	Meetings with various stakeholders.	Morning, afternoon and weekend classes.

All reports submitted provided the names and numbers of schools affected by the disruption, intervention programmes and recovery programmes conducted. The Department identified areas of intervention from the reports submitted.

CUSTOMER RELATIONS MANAGEMENT AND NATIONAL COORDINATION

National and Provincial Coordination

Provincial Monitoring: Customer management and problem-solving are managed primarily through the DBE's Call Centre, referrals from the Presidential Hotline and walk-ins. Furthermore, its role in supporting schools and monitoring school readiness has assisted in identifying persistent issues that affect education delivery in the country. The sector has since developed strategies to deal with the issues to ensure effective curriculum delivery. School Readiness Monitoring assesses the readiness of schools for the year ahead and this continues to improve yearly.

Presidential Hotline (PHL) and Call Centre: In the year 2019/20, the Department improved its responsiveness to queries that were received, improving both the turnaround time and the quality of service rendered by the Call Centre. At the end of each quarter, an analysis is done to establish trends and to inform the PEDs about issues raised from the respective provinces. The average resolution rate is 99%.

The increase in the number of calls in 2019/20 is due to enquiries regarding projects that are run by the Department, e.g. Second Chance Programme, E-Services online registrations and applications, and GDE online registrations.

2019/20 Performance of DBE and PEDs: The diagram below shows the resolution rate for the nine PEDs and nationally, as of 23 March 2020.

The DBE has a call resolution rate currently of 99.52%, with 1 232 cases that have been resolved and six outstanding cases received for the 2019/20 period.

Call Centre:

The highest number of enquiries received related to 2019 Matric results (589), replacement of certificates (544), ASC 2019 re-write registrations (1 009), 2019 NSC re-write registrations (281) and online re-mark results (167).

The lowest number of enquiries received related to educator-related issues (99), home schooling (96) and inclusive schools (16).

Gauteng, KwaZulu-Natal and the Eastern Cape had the highest number of enquiries received in the year with Free State and the Northern Cape with fewer enquiries.

A total of 4 301 website enquiries were received. 3 477 (81**%)** were finalised and 824 (19**%)** were junk and repeat enquiries.

Correspondence: The Department worked with the PEDs and resolved 192 cases of the 287 cases that were reported to DBE. These were related to challenges regarding admission of learners, complaints about the ill-treatment of learners by teachers, matric certificates, suspension and expulsion of learners, human resource matters, school management and governance.

Publication of School Calendars: Revised 2020 School Calendar

On 16 March 2020, the President announced drastic measures to curb the spread of the coronavirus that include exercising healthy living practices as well as social distancing. Schools were seen as high-risk centres and had the potential of exposing both learners and teachers to opportunities for spreading the virus. The President then announced that schools would close from Wednesday, 18 March 2020 and that they would remain closed until after the Easter weekend. Schools would only reopen on 14 April 2020 to protect the learners from contracting the virus. Initially, this closure resulted in nine teaching days being lost.

On 23 March 2020, the President announced that the national lockdown would be enforced from midnight, 26 March 2020, to 17 April 2020. This announcement impacted on the approved school calendar for 2020.

After the above announcement, a special HEDCOM meeting was convened on 24 March 2020 to deliberate the date of the re-opening of schools and the revision of the 2020 School Calendar. The meeting resolved that teachers would return on Monday, 20 April 2020 and learners on Wednesday, 22 April 2020.

Table 55. Amended 2020 School Calendar

Duration	No. of weeks	No. of days	No. of public holidays	Actual no. of school days
[13] 15 January–18 March	10	46 (48)	0	46 (48)
[31 March] 22 April–23 June	10	45	3	42
[7] 6 July–[18] 22 September	11	57	1	56
[29] 28 September–2 (4) December	10	48 (50)	0	48 (50)
Total	**41**	**196 (200)**	**4**	**192 (196)**

Publication of 2021 School Calendar: The 2021 School Calendar was published in the Government Gazette on 30 October 2019.

Publication of 2022 School Calendar: The CEM meeting of 5 March 2020 approved the publication of the Proposed 2022 School Calendar for public comment.

School Readiness Monitoring for the 2020 Academic Year: The Department reported on the state of school readiness for the 2020 academic year to the Portfolio Committee on Basic Education on 26 November 2019. A total of 267 schools were monitored in 21 districts from the nine provinces. All types of schools were visited.

Pre–Closure School Readiness Monitoring: The Department conducted the Pre-Closure School Readiness Monitoring where a total of 154 schools were monitored in eight (8) provinces. The Free State Department of Education was the only province that was not visited. A Preliminary Report on the Pre–Closure School Readiness Monitoring was presented at the Minister's Meeting with the District Directors of 6 December 2019.

Support to the Ministry, Director-General and Parliamentarians

Monitoring visits of the Sanitation Appropriate for Education (SAFE) Initiative were conducted. A total of 51 schools were visited.

A situational analysis was conducted to inform the Department on the model of delivery of the library and science laboratory at Siqongweni High School in KwaZulu-Natal on 6 June 2019.

Support was provided to the Minister during her oversight visits to the ECDoE and KZNDoE on 3 and 17 October 2019, respectively. Issues that were observed during the visits and those that were raised by the PEDs were referred by the Minister and the Director-General to the Members of the Executive Councils and Heads of Education Departments, respectively.

NATIONAL EDUCATION EVALUATION AND DEVELOPMENT UNIT (NEEDU)

The NEEDU conducted two research studies to promote school improvement through the dissemination of good practices employed by effective schools and districts within the basic education sector.

The use of DBE Rainbow Workbooks to improve the foundational skills of numeracy and literacy: It is almost 10 years since the DBE invested a sizable amount of resources to provide learners in all primary ordinary and special schools with the DBE Rainbow Workbooks in Mathematics, Home Language, EFAL and Life Skills in the Foundation Phase. This study was conducted to investigate how schools use DBE Rainbow Workbooks to address the Basic Education Government Priority 1, i.e. to improve foundational skills of Numeracy and Literacy, especially reading, which should be underpinned by a reading revolution.

The analysis of data culminated into two reports, i.e. a compilation of best practices on the use of DBE workbooks and a technical report detailing technical and design issues that undermine the effective and optimal use of DBE workbooks.

Report on best practices: In the report entitled 'Part I - Teaching every learner to read at age-appropriate level: How teachers use DBE Rainbow Workbooks to enhance foundational literacy skills'. National Education Evaluation and Development Unit (NEEDU) documented best classroom practices about how effective teachers use DBE workbooks to improve the teaching of literacy skills in the Foundation Phase. This compilation of best practices is of practical use to teachers in their quest to improve literacy skills for two reasons: to further strengthen the use of DBE workbooks and to ensure that their use contributes to improving the foundational skills of numeracy and literacy. Seven guiding documents were prepared for teachers, SMTs and district officials.

Part III of the report on the use of DBE Rainbow workbooks in the system seeks to address the Basic Education Government Priority 4, i.e. to deal decisively with quality and efficiency through the implementation of assessments to reduce failure, repetition and dropout rates.

Data collected from schools was analysed to document good practices on how primary schools in the Foundation Phase do assessment *of* learning and assessment *for* learning. Data included the analysis of 163 formal assessment tasks to establish how literacy and mathematical skills in the Foundation Phase are formally assessed in schools. In these assessment tasks, over 1 240 assessment items or questions were analysed. The focus of the analysis was on how teachers:

- Use activities in DBE workbooks as assessment tools to improve teaching and learning; and
- Assess higher-order cognitive skills.

A technical report was prepared, entitled 'Part V - Teaching every learner to read, write and converse at the age-appropriate level: A technical report on issues that undermine effective and optimal use of DBE Rainbow Workbooks'.

How districts that work provide efficient, effective, systematic and optimal support to schools: This study sought to draw lessons from the good-performing districts serving the demographically disadvantaged communities, which have outperformed problems such as poverty and lack of resources, so that the education sector will have valuable lessons to offer other districts in their efforts to boost learner achievement.

Data collected from 43 sampled district offices was analysed to document emerging best practices in effective districts or districts that work.

PHYSICAL PLANNING

EDUCATION INFRASTRUCTURE GRANT (EIG)

The total Education Infrastructure Grant (EIG) allocation for the EIG 2019/20 was R10.514 billion. This budget was to be transferred to PEDs in five (5) instalments with the first instalment transferred on 17 April 2019. The PEDs may also use a maximum of R47.5 million of this grant in the 2019/20 financial year for the appointment of public servants to their infrastructure units.

The transfer of the first instalment of the EIG for the 2019/20 financial year was dependent upon the submission of the approved and signed-off tabled User-Immovable Asset Management Plan (U-AMP) with prioritised project lists for the 2019 MTEF and a comprehensive maintenance plan, by 29 March 2019. The U-AMP had to include the implementation plans for schools affected by natural disasters.

The second instalment was due on 31 May 2019 and was dependent on the submission of March 2019 Infrastructure Reporting Model (IRM). Furthermore, the instalment was dependent on submission of National Education Infrastructure Management System (NEIMS) assessment forms for the fourth quarter of the 2018/19 financial year by no later than 26 April 2019. The transfer was also contingent on receipt not later than 22 April 2019 of the report on the filling of posts on the approved establishment for the infrastructure unit in the format approved by National Treasury for the fourth quarter of the 2018/19 financial year.

The third instalment was due on 31 August 2019 and dependent on the submission of the infrastructure plans for all infrastructure programmes for a period of 10 years (including the initial list of prioritised projects), on 28 June 2019. Secondly, the July infrastructure reports had to be submitted in the format determined by the National Treasury and the DBE IRM. Thirdly, the NEIMS assessment forms for the first quarter of 2019/20 had to be submitted by 26 July 2019. Fourthly, a report was required within 22 days after the end of the first quarter on the filling of posts on the approved establishment for the infrastructure unit, in the format approved by National Treasury, for the first quarter of the 2019/20 financial year. Lastly, the conditional grant year-end evaluation report on financial and non-financial performance was due no later than 31 May 2019.

The fourth instalment was due on 15 November 2019 pending the submission of the monthly infrastructure reports in the format determined by National Treasury and the DBE IRM, and the NEIMS assessment forms for the second quarter of 2019/20 by 25 October 2019. Thirdly, the Infrastructure Programme Management Plan and Construction Procurement System for infrastructure programmes envisaged commencing within the MTEF period by 31 August 2019. Fourthly, submission of a report within 22 days after the end of the second quarter on the filling of posts on the approved establishment for the infrastructure unit in the format approved by National Treasury for the second quarter of the 2019/20 financial year. The fourth instalment for Gauteng, Limpopo and North West was withheld for a period not exceeding 30 days due to low expenditure, and later further withheld for a period not exceeding 120 days. The fourth instalments for Gauteng and Limpopo were released on 20 January 2020 while North West's remained withheld.

The fifth instalment was due on 31 January 2020 and dependent on the submission of the monthly infrastructure reports in the format determined by National Treasury and the DBE (IRM). Secondly, the NEIMS assessment forms for the third quarter of 2019/20 had to be submitted by 23 January 2020. Thirdly, a report submitted within 22 days after the end of the third quarter on the filling of posts on the approved establishment for the infrastructure unit in the format approved by National Treasury for the third quarter of the 2019/20 financial year. The fifth instalment was withheld from Gauteng and Limpopo for a period not exceeding 30 days due to low expenditure.

The fourth instalment for North West and fifth instalments for Gauteng and Limpopo were withheld due to low spending and reallocated to Eastern Cape, KwaZulu-Natal and Mpumalanga.

By the end of 2019/20, the entire grant allocated to the sector had been transferred to the PEDs.

National Education Infrastructure Management System (NEIMS)

A total of 391 NEIMS assessment forms were received from PEDs for completed projects.

SANITATION

Of the 23 267 schools, 50% (11 737) of schools use waterborne (municipal and septic), 32% (7 611) of schools use VIP toilets, 24% (5 771) of schools use pit latrines toilets, and 8% (1 956) of the schools use Enviro Loo.

- The challenge we are currently facing is schools with pit latrines as these are regarded as hazardous to learners.
- The SAFE programme is aimed at eradicating pit latrines in schools.

WATER

Of the 23 267 schools, 46% (10 919) of schools use a municipal supply, 32% (7 567) of schools use boreholes, 32% (7 450) of schools use rainwater harvesting, 15% (3 557) of schools use a municipal communal supply and 5% (1 170) of schools use mobile tankers.

ELECTRICITY

Of the 23 267 schools, 94%(21 819) of schools have grid connection, 5%(1 480) of schools use generators and 1% (581) of schools use solar.

There are currently 134 schools in the Eastern Cape and KwaZulu-Natal that do not have electricity. The projects to provide electricity supply to the schools are currently under implementation by PED.

Accelerated Schools Infrastructure Development Initiative (ASIDI)

Replacement of Inappropriate Structures: The programme completed 26 schools in 2019/20 financial year. Since its inception, a total of 241 schools have reached practical completion.

Sanitation: The programme provided 103 schools with sanitation facilities. 877 schools have been provided with sanitation since the inception of the ASIDI programme.

Water: 89 schools were provided with safe drinking water. 1 010 water provision projects have been completed since inception.

4.4.6. PROGRAMME PERFORMANCE INFORMATION

Table 56. Programme Performance Information

Strategic objectives	Performance Indicator		2016/17	2017/18	2018/19	2019/20			
			Actual Achievement	Actual Achievement	Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
4.1. Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the National Examinations and Assessments conducted periodically.	4.1.1	Number of General Education and Training (GET) Test items in Language and Mathematics for Grade 3,6 and 9 developed.	701 items were developed for both Language and Mathematics for Grade 3,6 and 9.	3 485 test items developed.	328	250 annually	3 461	+3 211	The additional items were developed as a result of increased demand and use of diagnostic test items that can be used by schools for all 4 terms. The diagnostic test items were versioned in all 11 languages applicable to a grade and phase leading to an increase in the number of items developed.
	4.1.2	Number of NSC reports produced.	5 Reports and 1 information booklet were produced: 1. Examinations report 2. School's performance report 3. School's subject report 4. Diagnostic Report 5. Information booklet 6. Report on the 2016 SC.	4 reports were produced.	4	4 annually	4	No deviation.	Not applicable.
	4.1.3	Number of question papers set annually for NSC and SC.	366	376 question papers set.	260	290 annually	292	+2	2 additional Question Papers were set for CAT and IT that required additional papers due to power outages.

Strategic objectives	Performance Indicator		2016/17	2017/18	2018/19	2019/20			
			Actual Achievement	Actual Achievement	Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
4.2. Provide basic infrastructure services (water, sanitation, electricity) and replace schools built using inappropriate materials on an annual basis in order to improve the conditions under which learners are taught.	4.2.1	Number of new schools built and completed through ASIDI.	16 in 2016/ 17 179 in total.	12 school were recorded as completed in 2017/18	21	40 quarterly	26	-14	Underperformance by contractors appointed by implementing agents and the disruptive actions of the Eastern Cape Black Contractors Association (ECBCA) delayed projects that were targeted to be completed in this period.
	4.2.2	Number of schools provided with sanitation facilities through ASIDI.	9 in 2016/ 17 425 in total.	29 practical completion certificates were received in 2017/18.	200	717 quarterly	103	-614	Delays in obtaining approval for use of National Education Collaboration Trust (NECT) and Department of Environmental Affairs as implementing agents on SAFE projects, and high construction costs which led to the lengthy negotiations process. The DBSA and The Mvula Trust completed the procurement processes and contractors have been appointed.
	4.2.3	Number of schools provided with water through ASIDI.	10 in 2016/17 615 in total	43 practical completion certificates were received in 2017/18.	199	225 quarterly	89	-136	The contractors appointed for the construction of the water projects are seriously underperforming and their underperformance had a negative impact on the targets for the quarter and financial year.
4.3. To promote the functionality of schools through the utilisation of a standardised school administration system, designed to assist with school management and reporting to a national information system on an ongoing basis.	4.3.1	Percentage of public schools using the South African School Administration system, SA-SAMS, for reporting.	95.9% 21 354/ 22 269	98.5% 22 029/ 22 364	98.2% 21 674/ 22 080	98% annually	98.2% (21 586/ 21 976)	+0.2	Provincial circulars supporting the collection of data via SA-SAMS.
	4.3.2	Number of provinces monitored by DBE officials for implementation of LURITS annually.	95.78% 11 180 202/ 11 673 243	97.7% 12 305 459/ 12 595 742	1 report covering 9 provinces monitored.	9 annually	9	No deviation	Not applicable

Strategic objectives	Performance Indicator		2016/17	2017/18	2018/19	2019/20			
			Actual Achievement	Actual Achievement	Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
4.4. Mentor and assess the performance of districts and district officials on an annual basis in order to strengthen the capacity of districts to support schools.	4.4.1	Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme.	36	52	76	30 annually	40	+10	The positive deviation came about as a result of the extended number of targeted officials in the identified underperforming districts. This has led to the revision of the indicator target in the ensuing financial year(s) to make sure that the Department's response adequately covers the targeted officials and districts to improve the achievement of learning outcomes.
	4.4.2	Percentage of school principals rating the support services of districts as being satisfactory.	72% 511/ 708	Improvement Plan has been developed.	75% 560/747	0 biennially	0	No deviation.	Not applicable.
	4.4.3	Percentage of District Directors that have undergone competency assessment prior to their appointment.	74% 52/70	80% (45)	100% 13/13	90% annually	100% (8/8)	+10%	It is now mandatory for all District Directors appointed permanently to undergo competency assessments.
	4.4.4	Percentage of underperforming schools visited at least twice a year by district officials for monitoring and support purposes.			-	60% annually	4% (33/816)	56%	Incomplete evidence received from provinces. Mopping up the collection and receipt of outstanding evidence from provinces, i.e. Registers/reports of school support visits by district officials and monitoring tools

Strategy to overcome areas of underperformance

In future, though this is an annual indicator, provinces will be requested to submit reports and evidence of the school visits conducted bi-annually and not at the end of the financial year as was the case in 2019/20.

In order to enhance the capacity of the Department to manage infrastructure programmes, the Department appointed five senior built environment professionals. One of these professionals has been assigned as a full-time Programme Manager for ASIDI. The frequency of coordination with implementing agents was changed from a combined monthly meeting with all implementing agents, to weekly meetings with individual implementing agents. A detailed progress tracking system was developed and implemented. Poor-performing implementing agents were confronted and in several cases, projects were taken away and re-allocated to better-performing implementing agents.

Changes to planned targets

No changes on targets in 2019/20.

Linking performance with budgets

Planning and Assessment

Under-expenditure is observed on the capital asset for R20 000, corresponding to a computer that the branch ordered. However, the delivery was not made and therefore payment was not made. Also, R49 000 relates to goods and services expenditure that was incurred in March 2020.

Financial Planning, Information and Management

The Sub-programme incurred under-expenditure due to re-allocating/ reprioritisation of R5.3 million that was earmarked for Data Quality Audit due to budget cuts. Also, there were possible savings due to non-filling of a senior post, due to a moratorium on filling of the vacant post until finalisation of the organogram.

- Two vacant posts, namely one Assistant Director and one Deputy Director, were only filled in January 2020.
- Machinery and equipment were not purchased as the funds were earmarked for equipment for the newly appointed officials. Orders were generated. However, due to the coronavirus, all China's ports were closed and the majority of factories were also closed and hence no stock was available to be despatched.
- Renewing of the 2019/20 Business Intelligence System's SAP licences were earmarked to be paid but were halted by Supply Chain Management (SCM) processes.
- A total of 13 invoices were received late from State Information Technology Agency (SITA) (14 May and 20 May 2020) for services rendered in the 2019/20 financial year. Requests for invoices to be submitted to the DBE on time were tabled at the SITA operational meetings for payment to be made within the 2019/20 financial year. Non-compliance to this request led to under-expenditure.

National Assessment and Public Examination

The Sub-programme incurred over-expenditure on this sub-programme to ensure that the NSC and Senior Certificate examinations were successfully administered and learners were resulted and certified. The Examination data, which increases cumulatively on an annual basis as the number of new learner records are added after each examination, this increases the application, data, hosting, maintenance and licensing costs.

School Infrastructure

The underspending on this programme was due to high construction costs that the contractors were charging the Department on water and sanitation projects, which resulted in project delays. There were also disruptions by business forums.

NEEDU:

The unspent funds were earmarked for:

- The cost of conducting roadshows in the provinces in March 2020 to share the findings on the *Schools that Work* study with school principals. This cost included travel, accommodation, and subsistence and travel for the NEEDU Team. Part of the budget would have been used to provide refreshments for the principals attending the roadshows. The roadshows were aborted owing to the outbreak of COVID-19.
- The distribution to 2 000 underperforming secondary schools of policy briefs on good practices that are documented in the *Schools that Work Report*. The invoices to courier policy briefs to schools were received in April 2020.
- The printing of 5 000 copies of the report about the best practices of how primary schools use DBE workbooks in the Foundation Phase. There was a delay in the procurement process which resulted in the report being printed in the next financial year (2020/21).

Planning and Delivery Oversight

The Branch hosted the Education Excellence Awards on 13 March 2020, where top-performing districts and schools were awarded. The event invoices were only issued in mid-March 2020 and, as a result, could not be processed by the end of March 2020, the close of the financial year. The R2.1 million was thus underspent.

Sub-Programme Expenditure

Table 57. Sub-programme expenditure

Programme Management: Planning, and Assessment	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	5 496	5 448	48	3 470	3 429	41
Payments for capital assets	20	-	20	20	20	-
Total	**5 516**	**5 448**	**68**	**3 490**	**3 449**	**41**

Financial Planning, Information and Management	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	46 867	42 222	4 645	48 397	47 810	587
Transfers and subsidies	15	14	1	4	3	1
Payments for capital assets	639	505	134	1 340	1 496	(156)
Payments for financial assets	161	160	1	4	6	(2)
Total	**47 682**	**42 901**	**4 781**	**49 745**	**49 315**	**430**

School Infrastructure	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	269 208	293 809	(24 601)	173 534	265 832	(92 298)
Transfers and subsidies	10 514 539	10 514 538	1	10 093 568	10 093 568	-
Payments for capital assets	1 729 527	1 192 712	536 815	2 120 838	1 833 917	286 921
Payments for financial assets	-	-	-	16	23	(7)
Total	**12 513 274**	**12 001 059**	**512 215**	**12 387 956**	**12 193 340**	**194 616**

National Assessment and Public Examination	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	203 576	203 055	521	205 717	189 795	15 922
Transfers and subsidies	138 168	137 468	700	131 226	131 226	-
Payments for capital assets	-	2 962	(2 962)	6 201	9 962	(3 761)
Payments for financial assets	-	2	(2)	26	32	(6)
Total	**341 744**	**343 487**	**(1 743)**	**343 710**	**331 015**	**12 155**

National Education Evaluation Unit	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	18 892	15 955	2 937	19 652	19 599	53
Transfers and subsidies	-	-	-	335	335	-
Payments for capital assets	52	-	52	180	179	1
Payments for financial assets	-	-	-	2	1	1
Total	**18 944**	**15 955**	**2 989**	**20 169**	**20 114**	**55**

Planning Delivery Oversight Unit	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	30 064	28 198	1 866	26 810	25 204	1 606
Transfers and subsidies	149 325	149 321	4	112 100	112 099	1
Payments for capital assets	152	38	114	71	71	-

Planning Delivery Oversight Unit	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Payments for financial assets	5	4	1	16	32	(16)
Total	**179 546**	**177 561**	**1 985**	**138 997**	**137 406**	**1 591**

4.5. PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

4.5.1. PURPOSE

The purpose of Programme 5 is to develop policies and programmes to improve the quality of learning in schools.

4.5.2. LIST OF SUB-PROGRAMMES

Programme Management: Educational Enrichment Services; Partnerships in Education; Care and Support in Schools; and Grant Implementation Monitoring and Reporting.

4.5.3. STRATEGIC OBJECTIVES

- To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners;
- To promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning;
- To monitor the implementation of the National School Safety Framework (NSSF) in order to attain safe, caring and violence-free school environments; and
- To contribute to the reduction of new infections and the impact of HIV and TB by providing a caring, supportive and enabling environment for learners, educators and support staff.

4.5.4. PROGRAMME OVERVIEW

The Programme: Educational Enrichment Services is responsible for developing programmes and policies to improve the quality of learning in the basic education sector. Schools have an important role to play in promoting the overall well-being of learners because it contributes to better learning and also because physical and psychological health are important in themselves. In this regard, schools are used as vehicles for promoting access to a range of public services for learners in areas such as health, poverty alleviation, psychosocial support, sport and culture, as per *Action Plan to 2019: Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goal on learner well-being:

Action Plan Goals on Learner well-being
Goal 25: Use schools as vehicles for promoting access to a range of public services among learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.

The realisation of this goal is rooted in the work done within this programme in the core areas of:

- Health and Nutrition;
- School Safety, Sports and Enrichment; and
- Social Cohesion, Equity and Partnerships in Education.

By working collaboratively with PEDs in developing policy, providing guidelines and institutionalising support in these core policy areas, the DBE contributes to the improved quality of basic education with special focus on learner well-being.

4.5.5. PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

CARE AND SUPPORT IN SCHOOLS

Health Promotion

Monitoring the implementation of the Health Promotion Programmes: 35 school monitoring visits across five (5) provinces were conducted, out of a target of 42. Provinces visited were Mpumalanga, Gauteng, Free State, North West and Limpopo. The purpose of the monitoring visits is to monitor implementation of the Health Promotion Programme which includes the deworming, HIV and AIDS Life Skills, and Care and Support programmes. Plans were in place to monitor ten (10) schools in the Free State during the build-up activities towards the DBE 2020 World Tuberculosis (TB) Day Commemoration, which was deferred to April 2020 and then indefinitely postponed due to the COVID-19 pandemic.

Participate in Southern African Development Community (SADC) Steering and Sharing meetings on Care and Support for Teaching and Learning (CSTL): For the current reporting period, the Department participated in the Joint SADC Ministers' Meeting on Education, Training, Science Technology and Innovation (ET-STI) that was held on 17–21 June 2019 in Windhoek. During this meeting, the Department supported Dr Nzimande, MP, the Minister of Higher Education, Science and Technology who represented the country at the meeting. The DBE presented progress on the implementation of care and support activities. South Africa made a significant intervention in the discussions and drafting of the final documents on school feeding in the SADC Region for the Ministers' meeting. The Ministers approved all the decisions proposed by the senior officials at the meeting.

The DBE also participated in the SADC Steering Committee and Sharing meetings, held on 3–5 February 2020, in KwaZulu-Natal. The DBE presented on progress in implementation of the Care and Support Programmes and shared experiences of the implementation of comprehensive sexuality education in South Africa.

Support capacity building of educators on Comprehensive Sexuality Education (CSE): The DBE provided support to two (2) provinces (Limpopo and Eastern Cape) to roll out the online training, reaching a total of 161 educators.

An additional 1 791 educators from the 12 districts in five (5) implementing provinces on the USAID-funded sexuality education activity participated in the Grades 4–6 and 10–12 Sexuality Education Scripted Lesson Plans (SLPs) training conducted by the Education Development Centre (EDC) between January and March 2020.

National dialogues on CSE: Since May 2019, the DBE has continued to engage various stakeholders on the SLPs. The DBE was supported by UNESCO to host National Dialogues to clarify the implementation of CSE in schools through the LO/LS Curriculum. In total, four (4) dialogues were held on 22, 23, 24 and 27 January 2020 with youth and youth-led organisations, religious and traditional leaders, teacher unions and SGB Associations, and CSE partners, which consisted of individuals in the HIV Response, UN Agencies and PEDs. Various media statements were made and interviews conducted. The SLPs were placed on the DBE website for the public to access and review.

Support the implementation of the Adolescent Girls and Young Women (AGYW) programme funded by the Global Fund: A total of 14 070 girls were reached with the AGYW package of services inclusive of health sessions, career guidance, home visits, peer education and sexual reproductive health services by December 2019, against 14 943 planned.

Research on the provision of Sexual and Reproductive Health Services (SRHS) to learners in schools: To implement the DBE HIV and TB Policy of 2017, the DBE engaged with learners, educators and parents to understand the acceptability of SRHS provision in schools, to inform models of implementation. The research was supported by the Bill and Melinda Gates Foundation, Genesis Analytics and UNFPA. On 22 November 2019, copies of the approved literature review were circulated to provincial officials responsible for HIV and AIDS Life Skills Education and CSTL Programmes.

The DoH and service providers will use the report together with the Guidelines for Schools to Involve Parents in the Integrated School Health Programme, Standard Operating Procedures (SOPs) for the Provision of Sexual and Reproductive Health, Rights and Social Services in Secondary Schools, as well as the DoH National HIV Testing Services Policy to support the implementation of the DBE National Policy.

Standard Operating Procedures (SOPs) for the Provision of SRHS in Secondary Schools: Approved SOPs for the provision of SHRS in secondary schools were disseminated to all provinces for implementation. In addition, provinces were orientated on the SOPs using various platforms such as interprovincial meetings and meetings held in individual provinces.

LET'S TALK Early Unintended Pregnancy (EUP) Campaign: As part of the support from UNESCO through the Our Rights, Our Lives, Our Future Programme, South Africa was one of the countries that launched the *Let's Talk EUP Campaign*, which is aimed at increasing efforts to prevent early and unintended pregnancies among adolescents and young people. The Minister of Basic Education launched the South Africa Chapter on 6 November 2019 at Mamelodi High School. The launch was attended by 350 learners from Mamelodi High School, 100 representatives of education stakeholders, district officials and the School Governing Body representatives of Mamelodi High School.

HIV and AIDS Life Skills Education Programmes: On 27 March 2019, the Director-General approved the nine (9) provincial business plans for the HIV and AIDS Life Skills Conditional Grant for the 2019/20 financial year. Upon approval of the business plan, all four (4) tranches were paid to provinces as per the payment schedule. There were no funds withheld from provinces in this financial year.

Monitoring, Support and Evaluation: The target for this period was to hold oversight management meetings with all provinces, which was achieved. The meetings aimed to provide guidance and support to provinces in the implementation of the HIV and AIDS Life Skills Education Programme.

Life Skills and Care and Support for Teaching and Learning (CSTL) Inter-provincial Meetings: The first joint HIV and AIDS Life Skills Education and CSTL Inter-provincial meeting was held on 17–19 July 2019. The second meeting was held on 29–31 October 2019. The focus of the meetings was to present the report of the Annual Evaluation of Conditional Grants for 2018/19; review progress and analyse implementation of both programmes; present the Conditional Grant Framework and the development of Business Plans for the 2020/21 financial year; and discuss the 2019 DBE World AIDS Day Commemoration Concept note. The Department of Labour was invited to the second meeting and presented on the Compensation for Occupational Injuries and Diseases Act, Act 130 of 1993, to enrich the implementation of the Standardised Contract of Learner Support Agents, approved by the Director-General and sent to provinces for implementation from April 2020.

DBE 2019 World AIDS Day and TB World Day Commemorations: The DBE 2019 World AIDS Day (WAD) Commemoration was held at BA Seobi Secondary School in Potchefstroom, North West, on 3 December 2019. Build-up activities were conducted in Potchefstroom, Dr KK Kaunda District, in the North West, before the commemoration. Seven (7) schools participated. A total of 119 parents were reached through parent dialogues, 3 557 learners were reached through safety awareness, about 146 educators and support staff were reached through the employee health and wellness programme and 631 learners and 321 educators were reached through Integrated Service Delivery at the WAD Commemoration event. Services offered to learners and community members included health screening, deworming, physiotherapy, treatment of minor ailments, consultation with a psychologist, audiologist and speech therapist, registration for birth certificates by the Department of Home Affairs and referral for learners addicted to drugs and substances.

The development of the advocacy material for the DBE National Policy on HIV, STIs and TB: A puzzle and word scramble on tuberculosis (TB) were developed and approved in preparation for the DBE 2020 World TB Day Commemoration. The HIV and TB Policy Pack was procured, including the abridged policy, field guides, implementation guide, and primary and secondary schools' policy exemplars. These will be used in advocacy and social mobilisation activities to guide policy implementation.

Support the CSTL Integrated Care and Support Operation in Mpumalanga: The Integrated Care and Support Operation was conducted in Mpumalanga from 2-17 September 2019 as planned. Ten (10) schools participated in the parents' dialogues, safety awareness and Integrated Service Delivery day. A total of 800 parents were reached through dialogues and 270 through safety awareness, over 100 educators and support staff were reached through the employee health and wellness programme, and 1 500 learners and community members were reached through Integrated Service Delivery. Services were offered to learners and community members including health screening, deworming, physiotherapy, treatment of minor ailments, consultation with a psychologist, audiologist and speech therapist, registration for birth certificates by the Department of Home Affairs and referral of learners addicted to drugs and substances.

INTEGRATED SCHOOL HEALTH PROGRAMME

Deworming of Grades R–7 learners: The target for this period was to deworm 7 million Grades R–7 learners. A total of 6 977 298 learners were dewormed during this period. Processes are underway to report to and request tablets from the World Health Organisation (WHO), specifically the donation of Mebendazole for 2020.

Provision of health services to learners: The annual target for the Integrated School Health Programme (ISHP) was to reach 1.2 million learners. A total of 1 738 959 learners were screened and received health services during 2019.

ISHP interprovincial meeting: The ISHP interprovincial meeting took place on 27–28 February 2020 with good representation by the DBE and the DoH. In this regard, a communiqué by DoH and DBE was routed to DSD requesting more support at national, provincial and district levels.

COVID-19 Support: The DBE attended the National Joint Operations Committee meetings on the COVID-19 pandemic. The purpose of the meetings was to coordinate prevention, management and control efforts and to advise Cabinet. Circulars and guidelines were crafted and issued by the Director-General. Draft SOPs for schools were developed. The SOPs were presented and well received at the HEDCOM meeting of 24 March 2020 and were circulated to provinces for inputs before finalisation.

USG/ SAG Government to Government (G2G) partnership: A risk assessment for the The United States Agency for International Development (USAID) / DBE G2G agreement was conducted at the DBE from 24 August to 29 September 2019. The assessment sought to establish the ability and capacity of the DBE Supply Chain Management to manage the finances and proposed G2G budget. The assessment did not raise any major shortcomings. The G2G Agreement signed on 20 December 2019 supports the DBE to implement Comprehensive Sexuality Education (CSE) and supporting activities through the curriculum. The development of job descriptions and work plans are in process.

The finalisation of the implementation plan for the DBE National Policy on HIV, Sexually Transmissible Infections (STIs) and TB was not achieved. The implementation plan was drafted and awaits final approval.

The approval of the DBE Draft National Policy on the Prevention and Management of Learner Pregnancy in Schools was not finalised as targeted. The SEAIS Template was submitted to the DPME and comments were received for revision and re-submission. Comments from the DPME were received on 11 March 2020. The scheduled meeting to discuss the comments and resubmit on 31 March 2020 was postponed due to COVID-19.

NATIONAL SCHOOL NUTRITION PROGRAMME

Monitoring School Feeding: The National School Nutrition Programme aims to provide daily nutritious meals to enhance the learning capacity of learners living in households with low socio-economic conditions. In terms of the Grant Framework, monitoring is a key responsibility required at national, provincial, district and school level.

The target was to monitor 110 schools. The DBE reached 146 schools in 22 districts. The overachievement is due to the following reasons:

- In April 2019, the Department evaluated the Programme as per the Division of Revenue Act (DoRA).
- In November 2019, monitoring was increased in secondary schools to assess feeding during the examination period, to improve programme efficiencies and limit wastage.
- Increased monitoring during the Department's school readiness campaign in January 2020 to ensure that schools provide meals on the first day of school.

Monitoring data revealed that there was a significant improvement in the schools visited and, with support from the districts and FUEL (Feed, Uplift, Love and Educate), a non-government organisation supporting DBE, schools are greatly encouraged to perform much better and adhere to quality, health, hygiene and safety standards.

Food Value Chain Workshops: The DBE has continued to focus on improving food safety practices in the NSNP. Food safety workshops targeted at key programme implementers were conducted in all provinces as planned. A total of 345 officials participated. PEDs were encouraged to enforce Food Safety measures, improve the functionality of food safety teams and ensure implementation of improvement plans, including ensuring that school kitchens have the Certificate of Acceptability.

Global Nestlé for Healthier Kids Programme: The Global Nestlé for Healthier Kids Programme was launched at Reneilwe Primary School (Hammanskraal) in partnership with Nestlé SA, highlighting school food gardens. The planting and harvesting of vegetables were demonstrated to learners and the harvest was donated to learners to take home. This partnership showcases the success of sustained food gardens in six (6) schools where Nestlé plants are located.

World School Milk Day (WSMD): South Africa once again joined other countries to mark and celebrate the 2019 WSMD. The DBE, in collaboration with the Milk Producers Organisation and Consumer Education Project of Milk South Africa, officially celebrated 2019 World School Milk Day on 18 September 2019 at Ramaligela Primary School in Vuwani, Vhembe District, Limpopo, under the theme 'Dairy gives you go'. Learners from Tshitambumunwe Primary School also participated. The campaign highlighted the importance of dairy products in a healthy diet.

National Nutrition and Obesity Week (NNOW) celebration: The DBE and PEDs marked NNOW under the theme 'Make Eating Whole Foods a Way of Life'. Events were held at Shonkweni Primary School on 17 October 2019, in Ugu District, KwaZulu-Natal; and Oppermans Primary School on 11 October 2019 at Xhariep District, Free State. The Department partnered with Nestlé, the Milk Producers Organisation and the Consumer Education Project of Milk South Africa in these events.

NSNP Forum and Commemorate African Day of School Feeding: The DBE successfully hosted the NSNP Forum on 3–5 March 2020 in Gauteng. The Forum is in its fourth year. Approximately 250 delegates participated including other government departments, academics/ researchers, corporate and NGO partners, as well as Coordinators and Monitors of the NSNP. The Forum was held under the theme 'The role of nutrition in enhancing learners' cognitive capacity and physical development'. The Forum also served to observe the annual African Union (AU) African Day of School Feeding on 1 March 2020. The 2018/19 NSNP Forum report was shared with all participants.

School Food Gardens: The DBE promotes school food gardens through partnerships. A total of 67 school food gardens are sustained in the three (3) districts, through the support of Tshikululu Social Investment (Wesbank). District coordinators also share lessons and best practices. A garden at Reneilwe Primary School was jointly established with Nestlé SA, which generously donated landscaping services, an irrigation system, garden tools and seedlings in August 2019. The school was supported continuously, culminating in a harvesting day on 20 November 2019. The DBE continues to be represented in the multi-sectoral Food and Nutrition Security Committee led by the Presidency.

NSNP Best Schools and District Awards: Since the inaugural awards in the 2009/10 financial year, the Department realised during monitoring and support visits that some schools implemented best practices with limited resources. The Awards aim to recognise excellence and dedication in implementing the programme and awards winners prizes to motivate other schools. This is a partnership with the Tiger Brands Foundation. On 5 March 2020, the Department announced the outcome of the NSNP Best Districts Awards. The three (3) best districts received certificates signed by the Minister. The winning district got a certificate and R80 000 towards office equipment as well. The winning district was Ngaka Modiri Molema, of North West, followed by OR Tambo district in Eastern Cape in second place, with third place going to Vhembe district in Limpopo.

Partnerships

Tiger Brands Foundation (TBF) continued to provide a nutritious breakfast to more than 69 600 learners in 93 schools across all provinces. Additional support includes the building of kitchens and improved ablution facilities, training for volunteer food handlers, hygiene and safety initiatives and support for the NSNP Best Schools Awards. The winner of the 2018/19 NSNP Best School Award, Sefako Makgatho Primary, received a new brick and mortar kitchen.

Pioneer Foods provides breakfast to approximately 35 000 learners in 35 schools in seven provinces (Gauteng, Free State, KwaZulu-Natal, Limpopo, Northern Cape, North West and Western Cape). The Memorandum of Agreement was extended for two (2) more years until 2022.

Kellogg's SA provides breakfast in four (4) provinces (Eastern Cape, Gauteng, KwaZulu-Natal and Western Cape) benefiting about 25 000 learners. Kellogg's extended the breakfast programme to six (6) more schools in Gauteng near their factory in Kwa-Thema in the third quarter.

Southern Lodestar Foundation is a new partner that provides breakfast to 33 schools in Pietermaritzburg and surrounding rural KwaZulu-Natal schools.

FUEL (Feed, Uplift, Love and Educate), continues to support the NSNP with Monitoring, Reporting and Response (MRR) at all levels of implementation. FUEL has strengthened the working relationship with the DBE by incorporating the MRR framework in the evaluation of the Grant.

Vodacom collaborated with the DBE in celebrating Nelson Mandela Day by donating food parcels to schools in seven (7) provinces (Eastern Cape, Free State, Gauteng, Limpopo, KwaZulu-Natal, Mpumalanga and Western Cape).

The Expanded Public Works Programme is effectively supporting the NSNP with several job-creating opportunities in KwaZulu-Natal and Free State. Chief Food Handlers and Kitchen Assistants were appointed respectively to assist with administration and coordinating volunteer food handlers. In Mpumalanga, North West and Western Cape, provinces have employed gardeners for the schools through the Social Sector Incentive Grant, and in Limpopo and Western Cape, Technical Assistants or Monitors have been appointed to support the programme.

Finalising the Learners Meal Satisfaction Survey was not successful due to lack of capacity as this task was undertaken internally.

Psychosocial Support (PSS)

Monitoring PSS services in provinces: The DBE undertook visits to four (4) Gauteng schools where child and youth care workers have been placed through a partnership between the National Association of Child and Youth Care Workers (NACCW) and the Gauteng Department of Education. The visits took place on 15 and 16 April 2019. Two (2) schools were in Gauteng North and the other two (2) in Tshwane North District.

The staff at the schools shared the importance of having assistants such as child and youth care workers who understand children and especially how to communicate with vulnerable children and children who need behavioural support. It is anticipated that the model of working through child and youth care workers will provide lessons for other provinces in the country.

School visits were also conducted in Bojanala district on 24–25 October 2019 and in Pietermaritzburg on 25–26 February 2020. Nine (9) schools were monitored. According to these schools, it is evident that there might be more schools that require training on psychosocial support. The staff further expressed their wish to keep the Child and Youth Care Workers (CYCWs) on a permanent basis.

Increase the capacity of provinces on PSS

Professional Assault Response Training (PART): The DBE hosted a Professional Assault Response Training (PART) workshop from 25–28 June 2019, under the theme 'Safety and Dignity through Problem-Solving'. The workshop was facilitated by Prof Nicholas Smiar from the University of Wisconsin, USA. PART aims at teaching self-control and critical thinking during emergency response situations. The training aims at equipping participants with the skills to facilitate safety and dignity through problem-solving, including in dangerous situations.

Officials unanimously agreed that PART should be included in the pre-service training of teachers as it will strengthen classroom management and help both learners and educators to treat each other will respect. Provinces such as Western Cape, KwaZulu-Natal and Free State have communicated their plans to integrate the new knowledge and skills in their current Psychosocial and School Safety plans.

Training on the Guide for Learner Support Agents (LSAs) and Schools on Providing Psychosocial Support to Learners: The Guide was developed in the previous financial year and revised in April 2019. It was previously pre-tested in North West with childcare coordinators. It has been found to add value to childcare coordinators as it clarifies what psychosocial support is and provides guidance on self-care activities.

A total of 58 copies of the *Guide for Learner Support Agents and Schools on Providing Psychosocial Support to Learners* were printed and distributed to the 31 LSAs in the Northern Cape, 13 in Klerksdorp and 14 in Mafikeng, North West.

Strengthen partnerships and networks to support learners and schools

Symposium on Psychosocial Support in Basic Education: The DBE hosted a Symposium in collaboration with the NECT on 2 April 2019. It was attended by 42 participants representing researchers and academic institutions, government departments, teacher unions, school governing body associations and non-governmental organisations.

The objective of the Symposium was to share a model for psychosocial support developed by the DBE and the NECT, to solicit inputs and buy-in and to learn from the various universities/ institutions on mental health interventions for South African schools, including the potential role of the non-specialist worker. It was agreed that a task team should work at finalising the model. Following the Symposium, the reference group met and finalised the model. The report on the Symposium has been finalised and disseminated.

SOCIAL INCLUSION AND PARTNERSHIPS IN EDUCATION

Safety in Schools

The National School Safety Framework (NSSF) Monitoring: During the 2019/20 financial year, 72 districts were monitored on the implementation of the NSSF. The NSSF monitoring assists the Department to gauge whether schools are complying with the minimum requirements for school safety.

The National School Safety Framework Training: The DBE supported all provinces in the NSSF training as a means to assist schools to establish functional School Safety Committees, conduct school safety audits and develop school safety plans.

The Cyber-bullying campaign: The Cyber-bullying campaign was rolled out in Gauteng on 24 January 2020 and Limpopo between 27 October 2019 and 28 February 2020. The KwaZulu-Natal and Western Cape did not roll out the cyber-bullying campaign due to the declaration of the National Disaster in response to the COVID-19 pandemic.

Protocol: The Department of Justice and Constitutional Development (DoJ&CD) facilitated a workshop on 17–18 September 2019 on the review of the School Safety Protocol with the South African Police Service (SAPS).

Road Safety: Road safety awareness and training on K53 assists learners to be more conscious of road use and the safety measures required for responsible driving and life-saving strategies. By introducing the K53 test, the DBE has ensured that most local stakeholders are present at each of the activations.

The road safety activation that is delivered to learners has evolved into merging both road safety and relevant social issues into one. Road Safety shows in partnership with Active Education were conducted and learners were able to interact on social media platforms. The Road Safety awareness reach includes the following:

- Scholar Patrols were trained at 720 schools in North West and Gauteng. Total learners trained for scholar patrol duty was 606 059;
- The High on Life Resource Kit was developed for the training of School Management Teams (SMTs), learner formations and School Governing Bodies. The training was rolled out in Mpumalanga, North West, Free State and Gauteng;
- Road safety talks were held at 1 061 schools; and
- Total learners reached through Safe Scholars talks was 1 030 416 from 1 781 schools.

Sport and Enrichment in Education

School Sport

School Sport Workshop: The School Sport Workshop, involving all provinces, Sport and Recreation South Africa (SRSA) and DBE as well as Federations and School Sport Codes, was successfully held on 15–16 May 2019 in Benoni, Gauteng. The following key issues were discussed:

- School Sport Winter Games held from 30 June to 5 July 2019 in Durban, KwaZulu-Natal. The tournament manual, which included the age groups as well as the relevant codes, was adopted;

- Engagement and involvement of provinces on the Municipal Infrastructure Grant (MIG) framework;
- Funding for school sport in provinces;
- Strengthening and establishment of school sport structures; and
- Draft DBE Co-Curricular Sports and Enrichment Policy.

The National Kay Motsepe Schools Cup – Netball: The National Kay Motsepe Schools Cup for Netball successfully took place at Bekker High School in Magaliesburg from 22–26 August 2019. A total of 36 schools participated in the national finals with a total number of 194 competitive games played.

The winning teams in the National Kay Motsepe Schools Cup for Netball were awarded gold, silver and bronze medals as follows:

Table 58. National Kay Motsepe Schools Cup (Netball) results

Section	Botho	
POSITION	**NAME OF SCHOOL**	**PROVINCE**
1	Paarl Girls High School	Western Cape
2	Bloemhof Meisies	Western Cape
3	Helpmekaar Kollege	Gauteng

Section	Ubuntu	
POSITION	**NAME OF SCHOOL**	**PROVINCE**
1	Modilati Secondary School	Gauteng
2	Edendale High School	KwaZulu-Natal
3	Ngwelezane High School	KwaZulu-Natal

Modilati Secondary School and Paarl Girls represented South Africa at the International Competition in Singapore from 19 November to 2 December 2019.

The National Kay Motsepe Schools Cup – Football: The National Kay Motsepe Schools Cup for Football successfully took place at the University of Free State from 23–27 September 2019. A total of 18 schools participated in the national finals**.**

The winning schools in the National Kay Motsepe Schools Cup for Football were as follows:

Table 59. National Kay Motsepe Schools Cup (Football) results

Position	Name of school	Province	Amount won
1	Clapham High School	Gauteng	R1 million
2	Siphokuhle High School	Mpumalanga	R600 000
3	Khula High School	Mpumalanga	R500 000
4	John Ramsay High School	Western Cape	R400 000

The winning schools will be able to utilise the money for any development project that enhances or advances the mission and objectives of the school and/or its immediate community.

Extended Joint National Task Team (EJNTT) Meeting: The Extended Joint National Task Team (EJNTT) meeting was held on 27–28 August 2019. Teacher unions as well as school governing body associations were part of the meeting. The meeting reflected on the Winter Games held on 30 June to 4 July 2019 in Durban, KwaZulu-Natal, as well as the preparations for the Indigenous Games Festival, held on 22–27 September 2019 in Seshego, Polokwane, and the Summer Games in December 2019.

National Cross-Country Championships: The National Cross-Country Championships successfully took place on 20–21 September 2019 in White River, Nelspruit. Eight provinces participated with Gauteng emerging as the overall winner, followed by Western Cape and Mpumalanga. Limpopo did not take part in the National Cross-Country Championships due to financial constraints.

Indigenous Games Festival: The Indigenous Games Festival was successfully held on 22–27 September 2019 in Seshego, Polokwane, in Limpopo. These games were fully sponsored by the SRSA. All provinces participated in the following codes: Jukskei, Kgati, Khokho and Morabaraba.

South African Football Association (SAFA) Meeting: On 21 October 2019, the SAFA held a meeting with the DBE to outline their plans around the implementation of Schools Football and to strengthen its partnership with the DBE. Following this meeting, the JNTT meeting was held on 12 November 2019. At this meeting, SAFA made a presentation to the national and provincial officials from the DBE and SRSA. This engagement was also intended to ensure that there was joint planning and a common vision in the management and delivery of schools' football in the country.

School Sport Multi-Stakeholder Meeting: The School Sport Multi-Stakeholder meeting was successfully held from 21–23 January 2020. The meeting was attended by a wide variety of stakeholders within the school sports arena. These included officials from all the PEDs, teacher unions and school governing body associations as well as partners that play a critical support role in the implementation of the School Sports Programme, such as Dreamfields Foundation, Motsepe Foundation, Active Education, SCORE and the Transnet Foundation.

Physical Education

Collaboration with the Physical Education Institute of South Africa (PEISA): Physical Education month (6 April to 10 May 2019) was observed in partnership with PEISA. Additionally, the Physical Education symposium was successfully held in Kimberley, in partnership with the Northern Cape Education Department, on 5–6 April 2019. The Physical Education Symposium in Gauteng took place in Midrand on 10 April 2019. The North West Physical Education symposium took place on 25–26 April 2019 at Mafikeng.

The South African Universities Physical Education Association (SAUPEA) Research report: The Physical Education stakeholder meeting took place on 28 May 2019 at the DBE. The meeting aimed to share with stakeholders the SAUPEA report, in partnership with UNICEF. The report was uploaded on the Department's website and the hyperlink was shared with all stakeholders.

Spelling Bee and Reading Clubs

Spelling Bee English

Spelling Bee Stakeholder Meeting: A Stakeholder Meeting for the Spelling Bee programme was held on 23 April 2019 at the DBE. The meeting achieved the following outcomes:

- The AVBOB Foundation confirmed sponsorship amounting to R443 342 for the 2019/20 implementation cycle;
- The University of Venda confirmed its partnership with the DBE to develop content for the Spelling Bees in four (4) languages (Xitsonga, Tshivenda, isiSwati and Sepedi) and to translate the approved Spelling Bee Manual into the same languages. The university also confirmed that it would sponsor the event venue on 27 November 2019;
- The South African National Council for the Blind (SANCB) confirmed its partnership with the DBE for the 2019/20 implementation of the programme;
- Unisa confirmed its partnership and confirmed the hosting venue of the DBE Spelling Bee Championship (English) on 21 September 2019 in Pretoria; and
- Spell It confirmed a scholarship for the Spelling Bee Championship winner by Monash University South Africa. They also invited the 2018 champion speller to the African Spelling Bee in October 2019. The relevant provinces, Limpopo and KwaZulu-Natal, received an invitation to visit Uganda on 19 October 2019.

A spelling bee workshop focusing on the rules took place in Bloemfontein, Free State, on 23 May 2019.

The 6th National DBE Spelling Bee Championship: The inter-provincial meeting to prepare for the Spelling Bee in provinces was held on 19 July 2019 at the DBE. Additionally, two (2) Organising Committee meetings to prepare for the hosting took place on 14 August 2019 and 13 September 2019 at the DBE and Unisa respectively. The adjudicators' workshop took place at Unisa on 16 September 2019. The DBE monitored all provincial championships in August and September 2019.

The DBE successfully hosted the 6th National DBE Spelling Bee Championship at the ZK Matthews Hall, Unisa Winnie Madikizela-Mandela Building on 21 September 2019. All provinces were represented by three (3) champion spellers. The National Spelling Bee was funded by the Department of Arts and Culture (DAC) and AVBOB Foundation. A total of 240 people attended.

Table 60. Results of 6th National DBE Spelling Bee Championship

Championship position	Name	Grade	Province	City/town/ village	School name
1st position	Bayyinah Ahmed Manjoo	Grade 6	Western Cape	Cape Town	Star College Primary School
1st runner-up	Jordan Govender	Grade 6	KwaZulu-Natal	Durban	Fairhaven Primary School
2nd runner-up	Fatima Ismail	Grade 6	Western Cape	Cape Town	Boston Primary School

A special award for tenacity was bestowed on Linda Seodisa from Nelsonskop Primary School in Limpopo who competed at every National Championship from 2017–2019, having entered the competition for the first time when she was in Grade 4.

Spelling Bee African Languages

African Languages Spelling Bee Meeting: On 7 June 2019, Mpumalanga, North West and Gauteng representatives attended the African Languages Spelling Bee meeting to discuss the feasibility of hosting the Spelling Bees in the following languages in 2019: Sepedi; Xitsonga; Tshivenda and isiSwati. The meeting agreed:

- that the Spelling Bees would be hosted on 27 November 2019 at the University of Venda, subject to the modification of the rules from the English Spelling Bee; and
- two (2) teams would be formed to work on the Setswana and isiZulu word lists for implementation in 2020/21.

The date was changed from 27 November 2019 to 28 November 2019 to accommodate learners from Mpumalanga finishing their end-of-year examinations by 27 November 2019.

Development of the isiNdebele words: The University of Venda finalised the isiNdebele Spelling Bee word lists for implementation in 2020/21 in a workshop held at the DBE on 26–27 June 2019.

DBE African Languages Spelling Bee: The DBE hosted the African Languages Spelling Bee (Sepedi, Tshivenda, Xitsonga and iSiswati) at the University of Venda on 28 November 2019.

Table 61. Results of 2019 African Languages Spelling Bee

Language	Names of the top three (3) winners	Province and school	Position	Winning word
Sepedi	Mmadi Lehlogonolo	Lesodi Prim (MP)	1	mankgeretlana
	Machate Nature	Maoloshe Prim (MP)	2	
	Mohale Katlego	Maloba Prim (Lim)	3	
Xitsonga	Chivambo Nengeza	Patrick Mashego Prim (GP)	1	ntswakontswako
	Baloyi Shirlah	Nwaxinyamani Prim (Lim)	2	
	Shingwenyana	Ntwanano Prim (Lim)	3	

Language	Names of the top three (3) winners	Province and school	Position	Winning word
Tshivenda	Gangazhe Dembe	Nyahanelani (Lim)	1	netshiswizhe
	Munyai Melinda	Tshilidzini (Lim)	2	
	Mutiki Khathu	Shapeve (MP)	3	
Siswati	Dlala Ntombikayise	Sohlazane Prim (MP)	1	balongcondvomshini
	Kunene Lindiwe	Schulzendal Prim (MP)	2	
	Mhlongo Malwandle	Phaphama Prim (MP)	3	

2019 African Spelling Bee: The DBE was invited to participate in the 2019 African Spelling Bee. There were five (5) spellers with four (4) from the 2017 and 2018 DBE Spelling Bee championships, Mzansi Spelling Bee and Spell It respectively. The African Spelling Bee was hosted at Jinja, Uganda.

Table 62. Results of 2019 African Spelling Bee

Senior division (starting with champion speller)	Country	Junior division (starting with champion speller)	Country
Mwansa Francis	Zambia	Samantha Bolo	Kenya
Widad Mohamed	Sudan	Eniola Idowu	Nigeria
Ahmed Nadir & Suleiman Dunoma	Sudan & Nigeria	Ananya Karikal Senthil	Uganda

Team Standings:

1 Nigeria
2 Sudan
3 Zambia/ Kenya
4 Uganda
5 Botswana/ Ethiopia
6 Malawi/ South Africa/ Sierra Leone/ Ghana.

Reading Clubs (RCs)

Advocacy with partners: The following engagements took place:

- The Reading Clubs Competition (RCC) meeting organised by the NECT took place on 25 June 2019 where the presentation of the RCC was made. The meeting with the NGOs focused on advocacy and mobilising all NGOs in the reading sector towards the success of this project. NGOs can assist the DBE to establish and support reading clubs with expertise and reading materials/ books;
- Additionally, the DBE collaborated with the NECT to institutionalise the RCC project. Advocacy of the RCC was done at the Steering Committee Meeting facilitated by the NECT in Gauteng on 15 July 2019. Among other stakeholders' present were traditional leaders. Advocacy of the RCC competition was also done at the Johannesburg Central District, the Old Soweto College, facilitated by the Gauteng Library Services as requested by the NECT on 12 August 2019. Among other attendees were the local circuit and Library Services officials;
- The workshop on the RCC was conducted at Parow, Cape Metro district, Cape Town, on 1 February 2020. A request was made for the provincial coordinator to cascade the training to the other districts; and
- The Award ceremony for the RCC in Gauteng that was a culmination of the 2019 implementation cycle and the adjudication process thereof, was held at Norkem Park Primary School, Kempton Park, on 27 February 2020.

Training in Reading Clubs: Training in reading clubs took place at Ithemba Education Development Centre in Ermelo, Mpumalanga, on 23 August 2019. A total of 60 local teachers from primary and secondary schools participated.

Table 63. Reading Clubs Competition 2019, by province

No	Date	Province	Venue
1	14–16 May 2019	Gauteng	Mogale City
2	16–18 May 2019	Free State	Doxa Deo Church, Bloemfontein
3	16–18 May 2019	Northern Cape	Mita Seperepere Convention Centre
4	23–25 May 2019	North West	Mmabatho Convention Centre
5	23–26 May 2019	Eastern Cape	Vista Missionvale Campus, Port Elizabeth
6	28–31 May 2019	KwaZulu-Natal	Bethsaida Ministries
7	30 May–2 June 2019	Limpopo	Bolivia Lodge, Polokwane
8	31 May–2 June 2019	Western Cape	Western Cape Sport School
9	31 May–2 June 2019	Mpumalanga	Witbank Civic Centre

National ABC Motsepe SASCE Championship: The 2019 edition of the National ABC Motsepe SASCE Championship was successfully staged at the Rhema Bible Church in Randburg from 25–28 June 2019. All provinces were represented at the National Championship with 156 schools participating in different categories.

With social cohesion in mind, taking advantage of the mass participation and the intent to turn-around the social ills within South African schools, the DBE introduced an Enrichment area, coined the *EnrichED* hall. In this hall, learners engaged in various programmes around social inclusion. These programmes included:

- Different school safety-related issues, including road safety awareness and their mitigating programmes;
- Gender education;
- Physical activities;
- Civic Academy human rights education;
- Bullying prevention;
- K53 driving simulation;
- Reading promotion;
- Car and driver and pedestrian safety awareness; and
- Advocacy around the Moot Court and iNkosi Albert Luthuli programmes.

Table 64. 2019 National ABC Motsepe SASCE Championship provincial standings

Position	Province	Champion renditions won	First contender	Second contender	Total
1	KwaZulu-Natal	7	6	5	18
2	Gauteng	7	4	2	13
3	Mpumalanga	5	4	1	10
4	Eastern Cape	4	7	4	15
5	North West	1	4	5	10
6	Western Cape	1	--	4	5
7	Limpopo	--	--	2	2
8	Free State	--	--	1	1
8	Northern Cape	--	--	1	1

Table 65. SASCE special award winners

Category	Name of the winner	Name of school	Province
Best Conductor (Primary Schools)	Ms MKK Duba	Reoleboge	North West
Best Conductor (Secondary Schools)	Mr NE Ndlovu	Zama	KwaZulu-Natal
Best Soloist	Eric Bhengu	Ekwazini	KwaZulu-Natal
Best Province	KwaZulu-Natal		

2020 ABC Motsepe SASCE music syllabus: The 2020 music song titles were circulated to provinces and key stakeholders, including teacher unions who are required to cascade it to the school level. Following the release of the song titles, the DBE embarked on the process of typesetting the music. A booklet of the typeset syllabi was subsequently circulated to provinces and stakeholders and, ultimately, to the schools.

2020 ABC Motsepe SASCE participation rules: The 2020 participation rules were amended and circulated to provinces for inputs. The rules serve as a benchmark and a measure of standard which allow for a standardised competition and ensure uniformity and compliance across all provinces.

Adjudicators and Conductor workshops: Eight (8) provinces successfully hosted workshops aimed at capacitating professionals across the provinces. The workshops assist in growing the pool of professionals groomed within and by the ABC Motsepe SASCE programme. These professionals include Adjudicators, Conductors and Quality Assurers.

The capacity-building workshops were held as follows.

Table 66. Capacity-building workshops

DATE	PROVINCE	TOTAL ATTENDEES
17–19 January 2020	Western Cape	126
23–26 January 2020	Mpumalanga	53
25–26 January 2020	KwaZulu-Natal	111
31 January–2 February 2020	North West	41
21 February–22 February 2020	Free State	213
21 February–22 February 2020	Northern Cape	101
21 February–23 February 2020	Eastern Cape	126
6–8 March 2020	Gauteng	113
Total		**884**

A total of 884 professionals were trained in the 2019/20 financial year.

Arts Education: A concept paper on the South African Schools Arts Festival was developed in preparation for hosting an arts enrichment programme scheduled in September 2020. The DBE held two (2) meetings with Dance Sport South Africa in preparation for hosting the inaugural National Dance Championship. The Championship scheduled for September 2020 will be in a pilot format and would involve only three (3) provinces: KwaZulu-Natal, Mpumalanga and Gauteng. The Draft Guidelines for the Dance Championship were developed.

The ABC Motsepe SASCE Adjudicators and Conductor workshops: Limpopo did not host capacity-building workshops in the 2019/20 financial year, affecting the overall annual target of 900 professionals trained in SASCE programmes.

The National Schools Athletics Championships: The National Schools Athletics Championships for Primary and Secondary schools were cancelled following the announcement by the President on 15 March 2020 regarding the outbreak of the COVID-19 coronavirus and the national lockdown.

Social Cohesion and Equity in Education

The National Schools Moot Court Programme: The DBE successfully hosted workshops in Gauteng and Mpumalanga. The preparatory workshops engaged learners, provincial and district coordinators in discussions on the problem statement, case laws and the resource pack for the 2019 National Schools Moot Court Programme. A total of 797 learners and educators attended the workshops. In preparation for the 2020 academic year, 143 educators and officials attended the preparatory workshops held in Northern Cape on 17–21 February 2020 and Mpumalanga on 28 February 2020 and 13 March 2020.

All provinces submitted their 20 best essays to the Human Rights Commission for marking. The essay writing process provides learners with an opportunity to expand their knowledge on Constitutional values and to be in a position to interpret and analyse Constitutional values. The National Schools Moot Court Finals took place on 25–29 September 2019 at the University of Pretoria (UP) and the Constitutional Court, where learners made their oral argument presentations. The DBE, in collaboration with the DoJ&CD, the South African Human Rights Commission (SAHRC), the Foundation for Human Rights (FHR) and UP serve as the main partners in the implementation of the National School Moot Court competition. A total of 592 learners and officials attended the national finals in 2019.

Given the success of the National Schools Moot Court Programme and increasing recognition abroad of the noble initiative, the Justice Resource Centre of New York has, since 2014, extended an invitation to South African learners to participate in the International Schools Moot Court Competition. In 2020, the bi-annual International Schools Moot Court Competition held at the City of Gdynia, Poland, from 26 January 2020 to 1 February 2020, saw eight (8) South African learners representing South Africa. The 5th International Schools Moot Court Competition comprised 12 countries, namely Azerbaijan, Bulgaria, Mongolia, Poland, Romania, Russia, St Maarten, Scotland, USA, Venezuela and South Africa. The South African learners emerged the winners at the International Schools Moot Court Competition in 2020.

The iNkosi Albert Luthuli Oral History Programme: The iNkosi Albert Luthuli Oral History topics were outlined and discussed in the provincial preparatory workshops for provincial and district officials. The preparatory workshops were held in Gauteng, Northern Cape and Mpumalanga. A total of 416 officials, learners and educators attended the workshops.

Oral History Provincial rounds were successfully hosted during August 2019 and September 2019. Eight (8) provinces participated, with Mpumalanga not participating. Two (2) categories, Young Historians and the Young Storytellers and Poets, were covered. The process allowed the learners to do oral presentations and submit their research papers to the DBE. The National Oral Presentation finals took place at the DBE on 20–22 September 2019. A total of 657 learners and educators were reached.

Administration of Truth and Reconciliation Commission (TRC) Educational Assistance Programme: At the end of the 2019/20 financial year, over 3 500 applications were received. Of the 3 500 applications received, 1 427 applications were processed and paid. Through collaboration with the PEDs, 49 of the applicants enrolled in private schools, and 10 learners were successfully placed in public schools so that they could access the bursary. All new applicants have been advised to enrol in public schools.

Due to members of the public not providing full supporting documentation, the application processing is lagging. Therefore, a backlog of applications from the previous academic years prevails.

National Heritage Education Schools Outreach Programme (Human Rights Education): The 2019 and 2020 National Heritage and Liberation Route Project topics were finalised and distributed to provinces. The DBE, in collaboration with the National Heritage Council, hosted the National Heritage Education Schools Outreach Programme at the Forever Resort, Bela-Bela, in Limpopo. A total of 65 learners and officials representing all provinces participated. The Curriculum section of the DBE is exploring innovative and creative ways to include the topics and themes in the curriculum.

The DBE, through the Gauteng Education Department, successfully hosted the Values in Education workshop on 17 and 20 February and 3 March 2020 to address human rights issues. A total of 250 learners and educators attended the workshop.

Youth Citizen Action Programme (YCAP): The DBE conducted and supported preparatory workshops for YCAP in all provinces on the toolkit to prepare learners for participation in 2019. A total of 118 learners and educators attended the workshop. The National Finals were held on 16–18 August 2019, at the Kopanong Hotel in Gauteng. The focus was on various themes, including health, education, nutrition, safety and cleanliness. A total of 362 learners, officials and educators attended.

Ministerial Task Team on the evaluation of textbooks and LTSMs on diversity: The Ministerial Task Team report was launched on 5 April 2019.

Jamboree for Future Choices Programme: The programme is a service delivery vehicle to promote a range of public services in areas such as health, social welfare and career development, to reduce barriers to learning, particularly for vulnerable children. The Jamborees for Future Choices Programme took place as follows:

- The first Jamboree was held on 25 June 2019 at KT Motubatse Hall, Soshanguve South, Gauteng, in collaboration with the Suid-Afrikaanse Vrouefederasie (SAVF) Social Work Services. A total of 128 learners attended.
- The second Jamboree was held on 27 January 2020 in Vryburg, North West, as well as in Bonteheuwel in the Western Cape on 30 January 2020. A total of 1 077 learners attended.
- The third Jamboree was held on 24–26 February 2020 in Emalahleni, Nkangala District, Mpumalanga. A total of 480 learners attended.

In the year under review, 1 685 learners were reached through the Jamboree for Future Choices Programme.

Launch of the Boys' Vulnerability Study: The boys' vulnerability study of boys in school aged 14–20 years was launched in Cape Town, Western Cape, on 26 June 2019. The study explores the vulnerabilities that boys face exercising their sexual and reproductive rights and accessing HIV services, and how these vulnerabilities relate to, or impact on, educational outcomes. The study complements other emerging studies investigating the vulnerabilities of out-of-school male youth and will ultimately inform school-based programming to address the vulnerability of boys.

Advocacy on the Bill of Rights and Responsibility Programme: The activations on the promotion of the Bill of Rights and Responsibilities programme took place at the 2019 ABC Motsepe SASCE Eisteddfod National Championship in the *EnrichED* Hall on 26–28 June 2019. This activity aligns with Outcome 14, sub-outcome 1, to promote the Constitution, National symbols (rights and responsibilities). A total of 1 589 learners were reached.

Gender-Based Violence and Femicide (GBVF) Interim Structure Committee: The DBE serves on the Gender-Based Violence and Femicide Interim Structure Committee. This structure was formed as one of the resolutions after the GBVF Summit. Its main purpose is to coordinate and support the operationalisation of the country programme in responding to GBVF. The DBE co-leads the prevention task team, as prevention one of the pillars within the National Strategic Plan (NSP). The NSP has been drafted and consulted with a wider variety of stakeholders and its purpose is to derive the country plan on how to deal with GBVF.

Girls and Boys Education Movement (GBEM): The DBE has revived the movement with UNICEF. The intention is to make the movement useful as a vehicle to advocate and lobby for programmes that will be anchored under Care and Support for Teaching and Learning. The Department and UNICEF successfully hosted the GBEM conference in Pretoria on 6–7 March 2020. Five (5) provinces, namely Northern Cape, Mpumalanga, KwaZulu-Natal, Limpopo and Gauteng, as well as 23 provincial coordinators, officials and stakeholders attended the conference.

Advocacy Campaign to End School-Related Gender-Based Violence: The Ministerial Advocacy and Mobilisation Campaign to End School-Related Gender-Based Violence began with a digital campaign on all social media and communication platforms. The overarching theme is '*Ending Gender-Based Violence starts with me: I prevent gender violence*; *I report gender violence*'. The impact on social media of posts published during the financial year under review was as follows:

- Facebook: People reached: 1 946**.** Engagements: 90 (includes all reactions, comments, shares of the original post and any shared interactions); and
- Twitter: People reached: 4 812. Engagements: 149 (includes all reactions, comments, shares of the original post and any shared interactions).

The intention is to raise awareness about the bystander phenomenon and the role that bystanders could play in becoming part of the solution. The messaging also seeks to make learners aware that being a bystander perpetuates violence and makes the situation worse. Voice-recorded media statements and radio interviews were conducted at local radio stations on the discussion and engagement on the matter on four provinces: North West, Eastern Cape, Gauteng and Limpopo.

Table 67. Radio interview participation

Station	Province/City	Day	Date	Interview (DBE)	Interview (Legal Aid SA)	Duration
Mahikeng FM	North West, Mahikeng	Monday	25/11/2019	14.40	14.50	20 mins
Alfred Nzo FM	Eastern Cape, Mount Ayliff	Monday	25/11/2019	18.00	18.15	30 mins
VOW FM	Gauteng, Johannesburg	Tuesday	26/11/2019	19.20	19.35	40 mins
Turf FM	Limpopo, Polokwane	Wednesday	27/11/2019	19.00	19.15	30 mins
Mahikeng FM	North West, Mahikeng	Monday	25/11/2019	14.40	14.50	20 mins
Alfred Nzo FM	Eastern Cape, Mount Ayliff	Monday	25/11/2019	18.00	18.15	30 mins
VOW FM	Gauteng, Johannesburg	Tuesday	26/11/2019	19.20	19.35	40 mins
Turf FM	Limpopo, Polokwane	Wednesday	27/11/2019	19.00	19.15	30 mins

An article with the same content was shared with all DBE employees through a Newsflash.

Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools: The final version of the Factsheet on the Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools was received from the service provider. The Factsheet is a quick reference tool that is used for advocacy and mobilisation on the protocol, aimed at learners, parents and members of the public. In the financial year under review, 50 000 copies were printed and distributed in the first phase. Funding resources have been secured through partners to facilitate advocacy and mediation with learners and members of the public on the Factsheet.

4.5.6. PROGRAMME PERFORMANCE INDICATORS

Table 68. Programme Performance Indicators

Strategic objectives	Performance Indicator		2016/17	2017/18	2018/19	2019/20			
			Actual Achievement	Actual Achievement	Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
5.1. To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners.	5.1.1	Number of schools monitored for the provision of nutritious meals.	151	135	135	110 quarterly	146	+36	Participated in the Grant evaluation and DBE school readiness programme.
5.2. To promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning.	5.2.1	Number of professionals trained in SASCE programmes.	1 082	973	973	900 annually	884	-16	Limpopo did not host the capacity-building workshops.
	5.2.2	Number of learners, teachers, officials, SGBs and community organisation members participating in social cohesion and gender equity programmes.	5 924	7 511	7 511	7 500 quarterly	7 510	+10	Collaboration with the Global Fund Adolescent Girls and Young Women Programme has enabled the DBE to reach more learners. The Global Fund is available until 2022.
5.3. To monitor the implementation of the National Schools Safety Framework (NSSF) in 185 Hot Spot Schools by 2019/20 in order to attain safe, caring and violence-free school environments.	5.3.1	Number of Hot Spot Schools monitored towards Implementation of the NSSF.	48	106	106	48 quarterly	79	+31	Provinces arranged for 72 Districts to be monitored. The 79 schools came from the 72 Districts.
5.4. To contribute to the reduction of new infections and the impact of HIV and TB by providing a caring, supportive and enabling environment for learners, educators and school support staff.	5.4.1	Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme.	-	-	-	9 annually	9	No deviation.	Not applicable.

Strategy to overcome areas of underperformance

The DBE will work with PEDs to strengthen the advocacy campaigns and increase participation in training more professionals.

Changes to planned targets

No targets have changed in 2019/20.

Linking performance with budgets

Partnership in Education is responsible for the implementation of School Sport and other enrichment in programmes, promotion of social cohesion and safety in schools. The sub-programme oversees and monitors the implementation of projects such as the South African School Choral Eisteddfod (SASCE), School Sport Leagues, Safety Schools, Bullying Prevention, Building Social Cohesion in Schools and Communities, and the iNkosi Albert Luthuli Oral History Competition, among others.

The actual expenditure for the sub-programme was 97.2% for the 2018/19 financial year and 95.1% for 2019/20. The allocated funds enabled the sub-programme to implement, monitor and achieve planned activities. The sub-programme is further able to realise some savings due to strong partnerships established with business and other social partners.

Care and Support in schools

In 2019/20, the programme spent R7.135 billion (98.5%). The expenditure enabled the provision of meals to about 9 million learners countrywide. In 2018/19, on the allocated R6.974 billion, the grant spent R6.871 billion (98.5%). The expenditure also enabled the provision of meals to about 9 million learners.

Sub-Programme Expenditure

Table 69. Sub-programme expenditure

Programme Management: Education Enrichment Services	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	3 347	3 243	104	3 423	3 343	80
Transfers and subsidies	-	-	-	329	-	329
Payments for capital assets	44	44	-	-	-	-
Total	**3 391**	**3 287**	**104**	**3 752**	**3 343**	**409**

Partnership in Education	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	32 636	31 136	1 500	32 467	31 561	906
Transfers and subsidies	-	-	-	5	5	-
Payments for capital assets	171	77	94	131	129	2
Payments for financial assets	-	-	-	2	24	(22)
Total	**32 807**	**31 213**	**1 594**	**32 605**	**31 719**	**886**

Care and Support in Schools	2019/20			2018/19		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Economic classification						
Current Payments	31 923	29 584	2 339	28 717	27 688	1 029
Transfers and subsidies	7 442 735	7 442 735	-	7 045 385	7 045 385	-
Payments for capital assets	229	116	113	196	252	(56)
Payments for financial assets	4	3	1	1	20	(19)
Total	**7 474 891**	**7 472 438**	**2 453**	**7 074 299**	**7 073 345**	**954**

5. TRANSFER PAYMENTS

5.1. Transfer payments to Public Entities

Table 70.Transfer payments to Public Entities

Name of Public Entity	Services rendered by the public entity	Amount transferred to the public entity	Amount spent by the public entity	Achievements of the public entity
Umalusi	Umalusi is responsible for developing and maintaining a sub-framework of qualifications for the General and Further Education and Training Qualifications Sub-framework (NQF Level 1 – 4) and the quality assurance of these qualifications.	R134 634 000	R134 634 000	• Developed the Policy and criteria for development, registration and publication of qualifications and part-qualifications for the General and Further Education and Training Qualifications Sub-Framework (GFETQSF); • Appraised four Advanced Programmes (APs); • Completed three research projects; • Umalusi hosted a seminar on the decolonisation of pedagogy, learning and assessment in the schooling environment. In addition, it hosted a Research Colloquium on School-Based Assessment; • Verified datasets and provided feedback to the clients; • Printed certificates for all qualifications; • Umalusi presented eight papers at the 2019 Southern Africa Association for Educational Assessment (SAAEA) conference, two papers at the IAEA conference and two papers at the Education Association of South Africa (EASA) conference; • Verified subjects in all examination cycles; • Monitored the conduct of examination administration, writing and marking; • Moderated and approved all received question papers for the year; • Accredited private education institutions and issued accreditation certificates; • Monitored the private education institutions to ensure compliance with the accreditation standards.

Name of Public Entity	Services rendered by the public entity	Amount transferred to the public entity	Amount spent by the public entity	Achievements of the public entity
The South African Council for Educators (SACE)	The core functions of SACE are registration, promotion and professional development of educators, setting, maintaining and protecting the ethical and professional standards of educators, development of the professional practice standards for teaching and standards, contribute to the professionalisation of teaching and raise the status of the profession, as well as research on the high-quality, evidence-based initiatives to advise the Minister and the teaching profession.	R20 000 000	R18 220 909	**REGISTRATION OF EDUCATORS** The Council planned to register a total of 35 000 educators for the year April 2019–March 2020. The target was under-achieved with 3 231 due to the fact that the revised registration requirements included vetting of all SACE applicants by requesting a police clearance and this process affected the target as most applicants presented with offences and had to be taken through the fit to teach process and some were rejected. However, the indicator of educators updating and renewing their registration status was over-achieved with 7 351. The planned target was 40 000. **LEGAL AND ETHICS** During the year under review, the Council received a total of 550 cases, of which a total of 284 were resolved. The target of this performance indicator was 75% of the received cases. The target was not achieved, by -7%. The Council carried over into the 2019/20 financial year a total of 247 cases from previous years and it spent more time on processing and finalising those rolled-over cases while also processing new cases that were reported in the 2019/20 financial year. **PROFESSIONAL DEVELOPMENT** • A total of 52 654 educators signed up to the CPTD system (disaggregated by cohort). • About 1 029 Professional Development Activities were endorsed. • A target of 10 000 planned-for supporting educators was exceeded by +10 757 which translated to 20 757 educators supported on Professional Development. **PROFESSIONAL STANDARDS** Standards were presented to the CEM in September 2019. The Basic Education Ministry has implemented section 6 in relation to consultation on legislation of National Education Policy Act (NEPA), 1996, to consult on the advice to gazette as per the SACE Act, Act 31 of 2000, as amended — Section 5(b)(ii) (bb). **RESEARCH** • The Council has produced two research reports and conducted nine provincial Practitioner- Based Research conferences/seminars. • The Council developed a protocol document to enable students, researchers or institutions interested in working with SACE to access data.

5.2. Transfer payments to all organisations other than Public Entities

Table 71. Transfer payments for the period 1 April 2019 to 31 March 2020

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s 38 (1) (j) of the PFMA	Amount transferred (R'000)	Amount spent by the entity	Reasons for the funds unspent by the entity
Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA)	Non-governmental Organisation (NGO)	The ETDP SETA is responsible for the capacity development of the educators and the youth who need experiential learning.	Yes	429	429	Not Applicable
Association for the Development of Education in Africa (ADEA)	Multilateral/ International Organisation	Funds were used for the operations of the organisations to enable South Africa to access and participate in the platforms and opportunities created by the organisations (i.e. Research Studies and Conferences).	Yes	151	151	Not Applicable
Guidance, Counselling and Youth Development Centre for Africa: Malawi	Multilateral/ International Organisation	Annual membership fee paid to the Centre towards Education for Girls and Women as agreed to by African Ministers of Education. South Africa has committed from 7 December 1999 to date.	Yes	173	173	Not Applicable
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	United Nations Educational, Scientific and Cultural Organization UNESCO is the United Nations Educational, Scientific and Cultural Organization. It seeks to build peace through international cooperation in Education, the Sciences and Culture.	Assessed membership contribution fee paid to UNESCO by South Africa as a member state for the delivery of programme activities.	Yes	13 611	13 611	Not Applicable

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s 38 (1) (j) of the PFMA	Amount transferred (R'000)	Amount spent by the entity	Reasons for the funds unspent by the entity
Southern and Eastern Africa Consortium for Monitoring Educational Quality (SEACMEQ)	A non-political, non-profit and non-governmental organisation established under the Welfare Organisations Act of 1966 of Zimbabwe	The funds are a country contribution towards the operational functioning of the organisation and is used in this regard.	Yes	2 587	2587	Not Applicable
National Student Financial Aid Scheme (NSFAS	Public Entity for Department of Higher Education and Training (DHET)	The NSFAS has been appointed to financially administer the Funza Lushaka bursary funding.	Yes	1 224 271	1 196 577 930	Some universities use their funds to pay for the Funza Lushaka bursars and submit claims late in the financial year to NSFAS. By the end of the financial year, the funds for pipeline students remain un-cleared. Furthermore, some students decline or cancel the bursary offer late in the year after approval by the Department.
Childline South Africa	Non-profit Organisation (NPO)	Child protection-online and helpline for counselling	Yes	69	69	Not Applicable

6. CONDITIONAL GRANTS

6.1. Conditional grants and earmarked funds paid

Table 72. Conditional Grant 1: Education Infrastructure Grant (EIG)

Department/ Municipality to whom the grant has been transferred	Department of Basic Education
Purpose of the grant	• To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education including district and circuit accommodation. • To enhance capacity to deliver infrastructure in education. • To address damages to infrastructure. • To address achievement of the targets set out in the minimum norms and standards for school infrastructure.
Expected outputs of the grant	• Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided. • Number of existing schools' infrastructure upgraded and rehabilitated. • Number of new and existing schools maintained. • Number of work opportunities created. • Number of new special schools provided and existing special and full-service schools upgraded and maintained.
Actual outputs achieved	In the 2019/20 financial year, a total of 1 928 teaching spaces, 352 administrative spaces, 814 maintenance projects, 192 disaster projects, 591 water, 794 sanitation, 156 electricity, 173 fencing and 22 sports facilities were provided. The sector has provided a total of 14 full-service schools, 5 special schools, 9 boarding schools and 43 new and replacement schools in relevant provinces.
Amount per amended DoRA	R10.514 billion
Amount Transferred (R'000)	R10.514 billion
Reasons if amount as per DoRA not transferred	All funds were transferred to all nine provinces.
Amount spent by the Department/ Municipality (R'000)	The allocated budget for the 2019/20 financial year was R10.514 billion and was adjusted by roll-overs from the previous financial year to R10.880 billion. A total of R10.728 billion or 99% of the adjusted budget has been spent by PEDs.
Reasons for the funds unspent by the entity	**Free State:** Four new schools and two hostels commenced late in the previous financial year (which makes up a big amount of the budget allocated this financial year) and are in the lower phase of the S-curve. Other projects are under the new buildings category where progress is slow on-site due to contractors struggling financially. **North West:** Late planning and procurement of allocated projects by IAs. Poor performance by the IAs. Change in SCM processes, where the IAs must get approval from the Department on every step followed before the appointment of the service provider. That requirement delays the whole SCM procedure. This change in the SCM process is as the result of audit findings where the Department has incurred fruitless expenditure because the IAs were using their own procurement policies instead of government policies.
Monitoring mechanism by the transferring Department	Site visits on a quarterly basis and oversight meetings on a quarterly basis with provinces. Unscheduled support engagements are usually held in between the quarterly sittings.

Table 73. Conditional Grant 2: HIV and AIDS Life Skills Education

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments
Purpose of the grant	• To support South Africa's HIV prevention strategy by: o Providing comprehensive sexuality education and access to sexual and reproductive health services to learners; and o Supporting the provision of employee health and wellness programmes for educators. • To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators. • To reduce the vulnerability of children to HIV, TB and STIs, with a particular focus on orphaned children and girls.
Expected outputs of the grant	• 20 150 educators trained to implement comprehensive sexuality education. • 9 000 school management teams and governing bodies trained to develop policy implementation plans. • Co-curricular activities on provision of CSE, targeting 224 715 learners. • Care and support programmes implemented to reach 189 000 learners. Expand the appointment of learner support agents to 3 200 to support vulnerable learners. • 422 264 copies of CAPS-compliant material. • Advocacy and social mobilisation events hosted with 424 000 learners, educators and school community members. • Monitoring and support visits to 5 286 schools.
Actual outputs achieved	• 20 032 educators trained. • 10 613 school management teams and governing bodies trained. • Co-curricular activities on provision of CSE, targeting 219 398 learners. • Care and support programmes implemented to reach 186 729 learners. • Expand the appointment of learner support agents to 4 657 to support vulnerable learners. • 419 163 copies of CAPS-compliant material. • Advocacy and social mobilisation events hosted with 390 578 learners, educators and school community members. • 5 174 School monitoring and support visits.
Amount per amended DoRA	R256.951 million
Amount transferred (R'000)	R256.951 million
Reasons if amount as per DoRA not transferred	N/A
Amount spent by the department/ municipality (R'000)	R261.316 million which is inclusive of roll-overs added to the PEDs' baseline. For the financial year under review, PEDs qualified for roll-over amount of R2.403 million.
Reasons for the funds unspent by the entity	Delayed approval of bids, misallocation of BAS codes and/ or delayed submission and payment of invoices before the end of the financial year. Accruals were set off by the approved provincial roll-overs.
Monitoring mechanism by the transferring department	Two inter-provincial meetings, visit and meetings held with individual provinces and monitoring visits by other Departmental Directorates.

Table 74. Conditional Grant 3: Children/Learners with Severe to Profound Intellectual Disability (C/LSPID)

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments
Purpose of the grant	To provide the necessary support, resources and equipment to identified care centres and schools for the provision of education to children with severe to profound intellectual disabilities (SPID).
Expected outputs of the grant	**Human resources specific to inclusive education through the provision of key additional staff on a permanent basis, such as:** • Nine (9) deputy chief education specialists as provincial grant managers. • 230 transversal itinerant outreach team members, to provide curriculum delivery and therapeutic support in special care centres and targeted schools. **Database of selected schools and care centres:** • Information of 500 special care centres that support children with severe to profound intellectual disabilities. • Disaggregated data on caregiving staff in care centres. • Disaggregated data of C/LSPID enrolled in targeted special care centres and schools and are using the Learning Programme for C/LSPID. • Disaggregated data on C/LSPID from special care centres who have been placed in schools. **Transversal itinerant outreach team members, caregivers, teachers, in-service therapists and officials trained on the Learning Programme for C/LSPID, and other programmes that support the delivery of the Learning Programme. This will entail training of:** • 230 transversal itinerant outreach team members; • 1 500 caregivers; • 919 special school teachers; • 160 in-service therapists; • 585 officials. **Outreach services provided will include:** • Facilitating the use of the Learning Programme by 8 000 children/learners with severe to profound intellectual disabilities in 500 care centres and 104 schools. • Provision of psychosocial and other therapeutic services. • Providing LTSMs to 500 care centres and 104 schools. • Providing assistive devices to C/LSPID when required.

Actual outputs achieved	**Human resources specific to inclusive education through the provision of key additional staff on a permanent basis.** • Eight (8) of the targeted nine (9) deputy chief education specialists were retained to manage the grant provincially. Free State did not fill the post that has been vacant since 2 July 2018. The Mpumalanga and Western Cape grant managers are appointed in permanent posts. However, the Mpumalanga grant manager resigned on 30 August 2019 and the post was filled and the new manager will resume duty on 1 April 2019. • 186 of the targeted 230 transversal itinerant outreach team members were recruited and provided curriculum delivery and therapeutic support in special care centres and targeted schools. • Gauteng could not fill three posts due to budget constraints. • 14 posts were not filled in Eastern Cape, five (5) in Free State, seven (7) in KwaZulu-Natal, two (2) in Northern Cape and one (1) in Western Cape. • During the year, a number of transversal itinerant outreach team members resigned in Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Mpumalanga, North West and Western Cape. Free State, Gauteng, Mpumalanga and North West filled in posts left vacant by staff that resigned during the year, Eastern Cape, KwaZulu-Natal and Western Cape did not fill in the posts. • All outreach team members in Mpumalanga were appointed to permanent posts. Except for the Free State, KwaZulu-Natal and Western Cape, all PEDs have initiated the appointment of transversal itinerant outreach team members to permanent posts. **Database of selected schools and care centres:** • Database of 482 special care centres and 9 809 learners enrolled in these special care centre was captured. • Database of 5 365 C/LSPID enrolled in 382 of the targeted 482 special care centres that were serviced during the year and five special schools are using the Learning Programme for C/LSPID was captured. • Database of 453 C/LSPID from special care centres placed in schools was captured. **Transversal itinerant outreach team members, caregivers, teachers, in-service therapists and officials trained on the Learning Programme for C/LSPID and other programmes that support the delivery of the Learning Programme.** • 186 transversal itinerant outreach team members; • 2 467 caregivers; • 1 089 special school teachers; • 210 in-service therapists; and • 279 officials. **Outreach services provided** • 5 365 C/LSPID enrolled in 382 of the targeted special care centres and five (5) schools used the Learning Programme for C/LSPID. Mark schedules and report cards were generated for these learners. • 4 308 C/LSPID were provided with psychosocial and other therapeutic services. • 482 Special care centres and 58 schools were provided with LTSMs. • Of the 482 special care centres, only data of C/LSPID from 476 was captured by PEDs. • 174 C/LSPID were provided with assistive devices for individual use in Gauteng, Limpopo and Western Cape. In addition, assistive devices for group use were provided in 184 special care centres in nine provinces.
Amount per amended DoRA	R220.785 million
Amount transferred (R'000)	R212.325 million
Reasons if amount as per DoRA not transferred	The last tranche (R8.460 million) was not transferred due to the Free State not complying with the requirements of the DoRA in as far as reporting is concerned by not submitting the 2018/19 Annual Grant Evaluation Report, the first, second and third quarterly performance reports to the DBE.
Amount spent by the department/ municipality (R'000)	R215.422 million, as at end of March 2020. PEDs qualify for a roll-over amount of R12.664 million.

Reasons for the funds unspent by the entity	The following are reasons for underspending. • Delays by PEDs in processing appointments of transversal itinerant outreach team members and replacing team members that resigned during the year. • PEDs delays in requesting deviations from the 2019/20 business plans and use funds not used for compensation of employees (CoE), due to delayed appointments, to supplement other grant output. • Delay in PEDs' supply chain processes resulting in delayed procurement of LTSMs, assistive devices and tools of trade for outreach team members. • Non-compliance with the requirements of the DoRA by Free State which led to the withholding of the last transfer to the province.
Monitoring mechanism by the transferring department	The following monitoring mechanisms were put in place by the DBE monitor the grant implementation. • Monthly and quarterly analysis of reports on grant implementation, including expenditure by PEDs and on-site and online monitoring was conducted. Challenges were identified and support provided to PEDs. • Support included advising PEDs to use existing transversal tenders, request for deviations from their business plans and utilise under-expenditure from the compensation of employees (CoE) to supplement other grant output. • Supporting PEDs to develop turnaround procurement plans to expedite the implementation of grant activities and monitoring the implementation of these procurement plans. • Participated in meetings led by Provincial Budget Monitoring and Support Directorate, with CFOs, senior managers and Grant Managers, in which progress on the implementation of the grant was discussed and PEDs assisted in addressing challenges they were experiencing in the implementation of grant activities. • Letters from the Director-General were mailed to Provincial Heads of Education Departments requesting them to intervene and support the fast-tracking the implementation of the grant activities.

Table 75. Conditional Grant 4: Maths, Science and Technology (MST)

Department/ Municipality to whom the grant has been transferred	Department of Basic Education
Purpose of the grant	To provide support and resources to schools, teachers and learners in line with the Curriculum Assessment Policy Statement (CAPS) to increase participation in Mathematics, Science and Technology (MST Subjects) and to improve performance of Mathematics, Science and Technology (MST) teaching and learning at selected public schools.
Expected outputs of the grant	Information and Communication Technology (ICT): 827 schools (Eastern Cape 130, Free State 72, Gauteng 21, KwaZulu-Natal 171, Limpopo 0, Mpumalanga 136, Northern Cape 147, North West 100 and Western Cape 50) were supplied with ICT resources such as laptops, tablets and software for the MST curriculum to support curriculum and teaching methodology at FET level. Workshop Equipment, Machinery and Tools: 181 schools (Eastern Cape 0, Free State 18, Gauteng 42, KwaZulu-Natal 32, Limpopo 0, Mpumalanga 28, Northern Cape 10, North West 19 and Western Cape 32) were supplied with equipment, tools and machinery for Technology to support the curriculum and practical teaching methodology at FET level. Laboratories Equipment, Apparatus and Consumables: 1 052 schools (Eastern Cape 273, Free State 72, Gauteng 207, KwaZulu-Natal 51, Limpopo 3, Mpumalanga 136, Northern Cape 127, North West 72 and Western Cape 111) were supplied with consumables and subject-related apparatus to support the curriculum and practical teaching methodology at FET level. Learner Support: 237 514 learners (19 539 in Eastern Cape, 52 650 in Free State, 10 880 in Gauteng, 22 088 in KwaZulu-Natal, 60 651 in Limpopo, 33 000 in Mpumalanga, 11 313 in Northern Cape, 6 929 in North West and 20 464 in Western Cape) were funded to participate in Maths and Science Olympiads including coaching and revision camps to improve learner preparedness for the NSC examinations. Teacher Support: 18 265 teachers (1148 in Eastern Cape, 540 in Free State, 604 in Gauteng, 722 in KwaZulu-Natal, 538 in Limpopo, 3 200 in Mpumalanga, 9 202 in Northern Cape, 981 in North West and 1 330 in Western Cape) were trained during the 2019/20 financial period.
Actual outputs achieved	Eight provinces have completed their outputs for the year 2019/20 with Limpopo delivery still ongoing due to late approval of invoices.
Amount per amended DoRA	Total budget allocation for 2019/20 was R391 302 000. The budget was adjusted to R394 356 800 (R1 436 000 (EC) + R439 800 (FS) + R1 179 000 (NW)) 2018/19 approved roll-overs amounted to R3 054 800.
Amount transferred (R'000)	R391.302 million was transferred to all provinces.
Reasons if amount as per DoRA not transferred	All funds were transferred to all nine provinces (R391.302 million).
Amount spent by the department/ municipality (R'000)	R319.291 million (82%) was spent and PEDs had a roll-over amount of R58.506 million.
Reasons for the funds unspent by the entity	R58.5 million constitute commitments emanating from slow supply chain management processes.
Monitoring mechanism by the transferring department	Monitoring mechanism by the transferring department is through monthly and quarterly reporting, quarterly budget monitoring meetings, school visits and annual evaluation.

Table 76. Conditional Grant 5: National School Nutrition Programme

Department/ Municipality to whom the grant has been transferred	Department of Basic Education
Purpose of the grant	To provide nutritious meals to targeted schools.
Expected outputs of the grant	**Programme Monitoring** **141 schools** (15 Eastern Cape, 12 Free State, 36 Gauteng, 20 Kwa-Zulu-Natal, 29 Limpopo, 6 Mpumalanga, 4 North West and 19 Western Cape) were monitored and supported on programme implementation. **Food Value Chain Workshops** A total of nine workshops held in all nine provinces in collaboration with the Department of Health as well as Municipal Environmental Health Practitioners (EHPs), with focus on hygiene and safety to ensure that nutritious and safe meals are provided to learners daily. The workshops reiterated the R638 in line with Health standards on the transportation, distribution and storage of food as well as intensively focusing on the kitchen compliance project. **Nutrition Education** **Mandela Day:** two separate events were held in commemorating Mandela Day. On 18 July 2019, DBE, in collaboration with Woolworths, celebrated the day at Ilinge Primary School, Nelson Mandela Bay Metro District, in the Eastern Cape. The second event, in collaboration with Nestlé, was held at Devondale Intermediate School in North West on 26 July 2019. The focus was on promoting a healthy lifestyle. **Global Nestlé for Healthier Kids:** The launch of Global Nestlé for Healthier Kids campaign was held at Reneilwe Primary School (Hammanskraal) in Gauteng in collaboration with Nestlé SA. The campaign aims to promote healthy lifestyles and school food gardens. **World Milk Day:** DBE in collaboration Milk Producers Organisation and Consumer Education Project of Milk South Africa, officially celebrated World School Milk Day on the 18 September 2019 at Ramaligela Primary School in Vhembe District, Limpopo, under the theme 'Dairy gives you go'. Learners from Tshitambumunwe Primary School (a neighbouring school) also participated in the event. **National Nutrition and Obesity Week (NNOW):** DBE, in collaboration with Nestlé, Milk Producers Organisation (MPO) and Consumer Education Project (CEP) of Milk South Africa, celebrated NNOW at Shonkweni Primary School on 17 October 2019, in Ugu District, Kwa-Zulu-Natal; and at Oppermans Primary School on 11 October 2019 at Xhariep District in Free State. **NSNP Forum:** This event was held from 3–5 March 2020 under the theme 'The role of nutrition in enhancing learner's cognitive and physical development'. **School Food Gardens** The concept document on Smallholder Farming finalised and submitted for approval to Deputy Director-General: Educational Enrichment Services through the support of Tshikululu Social Investment (Wesbank). 67 school food gardens are sustained in three districts in Limpopo. **Best Schools and District Awards** Best Districts were announced during the NSNP Forum on 5 March 2020. The Best School is to be announced in the new financial year. **Inter-Provincial Meetings** Hosted two inter-provincial meetings. **NSNP HEDCOM** Hosted two NSNP HEDCOM Sub-Committee meetings. **Team Building** Held the Team Building workshop as well as the Strategic Planning session from 17 to 19 March 2020.

Actual outputs achieved	The Department has performed exceptionally well in exceeding the set target for monitoring schools to support programme implementation. Sustained partnerships also played a significant role in monitoring schools both at Provincial and District levels.
Amount per amended DoRA	R7.186 billion
Amount transferred (R'000)	R7.186 billion
Reasons if amount as per DoRA not transferred	N/A
Amount spent by the Department/Municipality (R'000)	R7.135 billion spent by provinces. PEDs qualified for R81.9 million in roll-over amount.
Reasons for the funds unspent by the entity	The Department transferred all funds to PEDs.
Monitoring mechanism by the transferring Department	Monitoring through site visits and Quarterly Reports.

7. DONOR FUNDS

7.1. Donor Funds Received

Table 77. Donor Fund: General Budget Support (GBS) Rural Education Assistants Project

Name of donor	European Union (Rural Education Assistants Project)
Full amount of the funding	R87 488 000
Period of the commitment	2017–2019
Purpose of the funding	Improve the quality of teaching and learning in rural schools through Education Assistants.
Expected outputs	• Creation of jobs for the youth through participation in education initiatives. • Quality of education is improved in rural schools. • School-based skills-training in agriculture is enhanced.
Actual outputs achieved	• Creation of jobs for the youth through participation in education initiatives. • Quality of education is improved in rural schools. • School-based skills-training in agriculture is enhanced.
Amount received in the current period (R'000)	Nil
Amount spent by the department (R'000)	- Financial year 1 (R22.731 million) - Financial year 2 (R20.083 million)
Reasons for the funds unspent	Pending the approval of the annual report by National Treasury.
Monitoring mechanism by the donor	Quarterly and annual reports to be submitted to National Treasury.

Table 78. Donor Fund: General Budget Support (GBS) Technology Grades 7–9

Name of donor	European Union (Technology Grades 7–9)
Full amount of the funding	R60 million
Period of the commitment	2018/19–2020/21 or 2019/20–2021/22 depending on when approval will be granted.
Purpose of the funding	Improve the quality of teaching and learning in Technology Grades 7–9, multi-grade schools, full-service schools and special schools in selected schools across the nine PEDs.
Expected outputs	To provide schools with adequate teaching, learning and assessment resources for effective implementation of the technology curriculum. To ensure that teachers and subject advisors are adequately developed/ capacitated through training to mediate technology implementation and to meet the demand of the 4th Industrial Revolution.
Actual outputs achieved	Adjustment of the Project Implementation Plan to be approved by National Treasury.
Amount received in current period (R'000)	Nil
Amount spent by the department (R'000)	Nil
Reasons for the funds unspent	Awaiting the approval by National Treasury.
Monitoring mechanism by the donor	Quarterly and annual reports to be submitted to National Treasury.

Table 79. Donor Fund: General Budget Support (GBS) Systemic improvement of Language and Numeracy in the Foundation Phase

Name of donor	European Union (Systemic improvement of Language and Numeracy in the Foundation Phase)
Full amount of the funding	R59 202 212.58
Period of the commitment	2019/20 – 2020/2021 – 2021/2022
Purpose of the funding	To pilot, for broader replication, an innovative and systemic approach to improve state capacity to improve language and numeracy outcomes and reduce inequalities in the Foundation Phase (FP).
Expected outputs	Improved learning takes place in FP as a consequence of FP teachers in mathematics and languages receiving a structured learning programme in the form of user-friendly teacher toolkits on a termly basis. FP teachers and HoDs deepen their content knowledge through pedagogical training, and improved skills in planning, tracking and assessment to ensure increased curriculum coverage. SAs develop good practice for support to FT teachers and HoDs. FP learners spend more in-school and extramural time reading and benefit from improved curriculum management and instructional practices.
Actual outputs achieved	Teacher toolkit training material ready
Amount received in current period (R'000)	Nil
Amount spent by the department (R'000)	Nil
Reasons for the funds unspent	Project is on the planning phase.
Monitoring mechanism by the donor	Quarterly and annual reports to be submitted to National Treasury.

8. CAPITAL INVESTMENT

8.1. Capital investment, maintenance and asset management plan

Table 80. Capital investment, maintenance and asset management plan

Infrastructure projects	2019/20			2018/19		
	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
New and replacement assets	1 739 463	969 177	770 286	2 129 753	1 307 704	822 049
- Upgrades and additions		233 308	(233 308)		647 933	(647 933)
Total	**1 739 463**	**1 202 485**	**536 978**	**2 129 753**	**1 955 637**	**174 116**

PART C: GOVERNANCE

1. INTRODUCTION

The Department is committed to maintaining the highest standards of governance and upholds good practices as these are fundamental to the management of public finances and resources. The Department has governance structures in place to monitor utilisation of state resources which are funded by the taxpayer.

2. RISK MANAGEMENT

The Department has reviewed and approved a risk management policy, charter, strategy and 2019/20 implementation plan. The Risk Committee held two risk committee meetings during the financial year. The quarterly risk management reports were presented to the Audit Committee to monitor, advise and enhance the effectiveness of risk management in the Department. Risk Registers were updated by Branches and emerging risks were identified with mitigation plans. Risk Assessment sessions are held for facilitation and continuous awareness. Quarterly reports on the progress on action plans were monitored during the year. There is a need for improvement in the culture of risk management in other areas of the Department, through continuous workshop sessions and monitoring.

3. FRAUD AND CORRUPTION

The Department works in accordance with the approved Fraud Prevention Policy, Strategy and Whistle–Blowing Policy. The Fraud and Corruption Prevention Plan for 2019/20 was approved, and there is regular reporting to the Risk Committee and the Audit Committee. Mechanisms are in place to report fraud through a dedicated National Anti-Corruption Hotline (NACH) or internal reported cases. Cases submitted through the hotline are investigated on a continuous basis and feedback was reported to the Public Service Commission. Reported internal cases were investigated during the year and were finalised. The Department has established the investigation committee to investigate cases of irregular, fruitless and wasteful expenditure and make recommendations to eliminate the occurrence of irregular, fruitless and wasteful expenditure. The investigation was conducted and reports were issued for corrective action. There were engagements during the year on the progress of the previously reported cases with the SAPS (Hawks) and Special Investigating Unit (SIU).

4. MINIMISING CONFLICT OF INTEREST

The Department ensures the following management processes are implemented to minimise conflicts of interest:

All Senior Managers are required to complete a Financial Declaration of Interest (FDI) on appointment as well as declare financial interests on an annual basis.

All Middle Managers and designated officials are also expected to declare their financial interests on an annual basis.

All members of the Departmental Bid Evaluation and Bid Adjudication Committees are required to complete a Declaration of Interest form before the adjudication and evaluation of each bid/ tender.

The Director-General sends out letters to officials who have not declared their interests to request that they explain why they have not declared their interests where these are found.

5. CODE OF CONDUCT

The DBE does not have a special policy regarding the Code of Conduct of Employees. The Department uses Resolution 1 of 2003 (Code of Conduct for Employees appointed under the Public Service Act), Chapter 2 of the Public Service Regulations (Code of Conduct), Chapter 7 of the SMS Handbook for SMS members, as well as the Code entailed in the Employment of Educators Act (Act 76 of 1998) for officials appointed under that Act. To ensure that all employees of the Department are au fait with the Code(s), training is conducted for newly appointed officials during Orientation Sessions, and employees are subjected to the labour relations processes relating to the disciplinary procedure.

6. HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

The DBE has managed to train and appoint sufficient numbers of First Aiders, Fire Marshalls and Occupational Health and Safety officers. A compulsory emergency evacuation drill was successfully conducted. Quarterly reports regarding Occupational Health and Safety issues in the DBE have been forwarded to the DPSA.

7. PORTFOLIO COMMITTEES

Table 81. Portfolio Committees

DBE Committee Meetings 2019/20				
Date	**Committee**	**Topic for Discussion**	**Matters Raised by the Committee**	**How the Department addressed the matters raised**
9 July 2019	Portfolio Committee on Basic Education	2019/20 Annual Performance Plan	The Intention of the Minister to allocate a separate budget for safety and security in schools for monitoring purposes.	The sector was working with the South African Police Service (SAPS).
10 July 2019	Select Committee Education and Technology, Sports, Arts and Culture	2019/20 Annual Performance Plan (APP)	ECD migration project for more clarity on the project.	The Department had been in consultation with the Department of Social Development.
20 August 2019	Portfolio Committee on Basic Education	Fourth Quarterly Report Impact of SONA	The ECD had opened online registrations and had expected about 42 000 applications. However, it had received 70 000 applications with approximately 54 000 completing the online training.	Absorbing Grade R into the DBE would be a process, as it included the three years of schooling before Grade 1. The DBE had adopted a hybrid model that includes a comprehensive package of support. The DBE wanted 99% of Grade R facilities to be schools or registered centres by 2024, and all four-year-olds being registered in a centre or school by 2030. The function shift of the ECD to the DBE would happen systematically and would take longer than two years.
3 September 2020	Portfolio Committee on Basic Education	DBE First Quarter Performance	Commended DBE for introducing learners' breakfast feeding programme which has been going on in the Eastern Cape for years.	Continue to feed over 9 million learners nutritious meals every day.
10 Sept 2019	Portfolio Committee on Basic Education	Safety and Security in Schools DBE and SAPS	School violence was a matter of huge concern to the education system, as it had a negative impact on the work of the Department.	The National School Safety Framework remained its primary strategic response to school violence.
17 September 2019	Portfolio Committee on Basic Education	Teaching & and Learning International Survey (TALIS) Comprehensive Sexual Education (CSE)	What was important to the Committee was that there be proper consultation on the content of CSE.	The Department had conducted extensive consultation, however, it is open to further consultations as well as making the materials available for input and objections.

DBE Committee Meetings 2019/20				
Date	**Committee**	**Topic for Discussion**	**Matters Raised by the Committee**	**How the Department addressed the matters raised**
8 October 2019	Portfolio Committee on Basic Education	DBE Annual Report 2018/19 with AGSA and FFC	Corrective measures for audit outcome. Deal with non-compliance of the audit committee.	Strengthen oversight and role of the Internal Audit Committee.
10 October 2019	Portfolio Committee on Basic Education	DBE NSC Examination Readiness 2019	In 2017 and 2018, there was a decline in Business Studies results. Many people were not happy about it, even the private schools.	The panel was not changed. Three members of the panel resigned. There was a comprehensive investigation, and it is only Business Studies that had this problem. The paper was set using the Mind the Gap. The papers were re-marked not just for this school but for all those who complained. Those who were not happy with the marks applied for re-marking as well. The paper was not based on any particular textbook.
15 October 2019	Portfolio Committee on Basic Education	ELRC Collective Agreements Grade 9: GEC BRRR	Need for skills in education.	The skills embedded in the curriculum include Innovation and creativity, communication and collaboration, problem-solving, teamwork, critical thinking, human rights and social justice, and computational skills.
29 October 2019	Portfolio Committee on Basic Education	School Infrastructure 2019/20 – Mid-year report	Members were concerned about the underspending but DBE stated that a better reflection of spending patterns emerges towards the end of the third quarter.	Reminded the Committee that this is the quarter 1 and 2 report and infrastructure projects do not move in a linear motion but rather along an S-curve. Some projects will start late and then pick up.
30 October 2019	Portfolio Committee on Basic Education	Inclusive Education Status update	Management of waiting lists for learners with special needs to be admitted in various schools.	The management of waiting lists is still a challenge for DBE – as of April 2019, 2 352 children with disabilities were on waiting lists across the nine provinces. The provinces have their own strategies for managing waiting lists. For example, the Eastern Cape opened four new special schools to accommodate learners on waiting lists. In Gauteng, children who are waiting for a placement are enrolled in public ordinary schools, full-service schools and special classes. DBE has been battling for a long time with giving children with autism access to education. DBE is ensuring that each special school has a unit for learners with autism.
5 November 2019	Portfolio Committee on Basic Education	NECT and NEEDU status update	Function of NEEDU	NEEDU does research independent of line functions and tells us what is wrong and how to fix it. They then hand over the responsibility to those who are supposed to run it properly.
12 November 2019	Portfolio Committee on Basic Education	Funza Lushaka Bursary Scheme Post Provisioning Norms	Ageing cohort of teachers.	NSFAS is increasingly attracting many young people who want to become teachers to take up bursaries.

DBE Committee Meetings 2019/20				
Date	**Committee**	**Topic for Discussion**	**Matters Raised by the Committee**	**How the Department addressed the matters raised**
19 November 2019	Portfolio Committee on Basic Education	Second Quarterly Report 2019/20	ASIDI targets	Moving targets were important to take into consideration. Offending contractors needed to be dealt with and removed from the Departments' central databases. It was important to deal with defaulters. The Department needed to report and expose defaulters and implement penalties.
20 November 2019	Select Committee Education and Technology, Sports, Arts and Culture	2018/19 Annual Report	Management of ASIDI	Intensify its oversight of service providers during all phases of infrastructure.
26 November 2019	Portfolio Committee on Basic Education	School Readiness for 2020	Undocumented learners	The Department developed Circular 1 to resolve the issue of undocumented learners, who tended to be from neighbouring countries. There had been challenges over the admission of undocumented immigrants -- the Department's act was in contradiction to the Immigration and Refugee Act.
5 February 2020	Select Committee Education and Technology, Sports, Arts and Culture	2019 NSC results	Members were displeased to hear that there had been no improvement in the performance in Mathematics, despite the interventions.	An investigation was underway into the possible cause.
11 February 2020	Portfolio Committee on Basic Education	2020 School Readiness 2019 NSC Outcome Report Report on Griqua Heritage Dryharts Village Petition	Decline in Mathematics enrolment.	An investigation was underway into the possible cause. Adequate training of Mathematics teachers. Attracting and retaining Mathematics teachers in the system.
18 February 2020	Portfolio Committee on Basic Education	DBE response to SAHRC on Inclusive Education	Placement of learners had been complicated as the age range of learners differed significantly.	To address this there was a need for intergovernmental collaboration so learners with special needs could enjoy their right to basic education. So far DBE had placed 42 children, mostly from Gauteng, KwaZulu-Natal and the Western Cape as placement had to be coupled with support of those learners.
25 February 2020	Portfolio Committee on Basic Education	Third quarterly report 2019/20 Impact of SONA	Home education	The DBE's policies and legislation did make provision for home education as an alternate form of education, in that it was treated as private, independent schooling.
3 March 2020	Portfolio Committee on Basic Education	ECD Migration from DSD to DBE	Request for a quarterly progress report for ECD migration.	A workshop was proposed to further discuss the matter with all relevant stakeholders.

DBE Committee Meetings 2019/20				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
10 March 2020	Portfolio Committee on Basic Education	Programmes for improving foundation skills for literacy and numeracy	How many schools were equipped with libraries, and how successful had the 'Read for Meaning' campaign been?	The Department had moved away from typical library structures and wanted to focus more on moving towards the functionality. Nowadays, there were more ways to access a library -- from mobile libraries to online platforms. The responsibility for libraries was that of the Provincial Education Department and, to a certain extent, the responsibility of the DBE.
17 March 2020	Portfolio Committee on Basic Education	ICT Roll-out DBE Briefing COVID-19 measures	ICT Connectivity in Special Schools.	All special schools would be provided with the ICT solution as well as assistive technologies appropriate to the needs of each school. The roll-out programme for these schools was set for completion in 2021. Also, the USAO project made provisions for the training of teachers, and to date, a total of 298 620 had been trained.

8. SCOPA RESOLUTIONS

The DBE did not appear before the Standing Committee on Public Accounts (SCOPA) in the year under review.

9. PRIOR MODIFICATIONS TO AUDIT REPORTS

Table 82. Progress in relation to prior modifications to audit reports

Nature of qualification, disclaimer, adverse opinion and matters of non-compliance	Financial year in which it first arose	Progress made in clearing / resolving the matter
Programme 2 - Qualified	2018/19	Targets have been specified.
Programme 3 - Qualified	2018/19	The record-keeping and packaging of evidence are being addressed.
Programme 4 - Qualified	2018/19	The record-keeping and packaging of evidence are being addressed.

10.INTERNAL CONTROL UNIT

There is no Internal Control Unit in the Department of Basic Education. In the absence of the unit, line function managers as delegated are responsible for implementing and monitoring controls in their areas of responsibility.

11.INTERNAL AUDIT AND AUDIT COMMITTEES

During the year under review, the Department had an Internal Audit Unit under the control and direction of the Audit Committee complying with and operating in accordance with regulations and instructions prescribed in terms of Section 76 and 77 of the Public Finance Management Act, Act 1 of 1999.

Key activities and objectives of the internal audit:

- Internal Audit's role in the department is to provide independent and objective assurance and consulting services to management by evaluating the adequacy and effectiveness of the internal control system, risk management and governance process, and to provide value-adding recommendations.
- Internal Audit has contributed to an extent in the high-risk areas to the improvement of internal controls in performance information and financial management in the Department.
- Thirteen audits were conducted and completed relating to Reviewed Annual Report, Annual Financial Statements, Supply Chain Management, contractor's payment and project management for two (2) implementing agents, ASIDI follow-up on AGSA and Internal Audit previous findings, Reviewed the quarterly Performance Information, Stock Counts reviews, National Examination Database review – IT, DoRA follow-up review on National School Nutrition Programme, Maths, Science and Technology, and HIV/AIDS conditional grants, SA–SAMS follow-up on compliance with Chapter 4, Reviews on BEC and Technical Committee.

Key activities and objectives of the Audit Committee:

- The Audit Committee is established in terms of Section 76 and 77 of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999).
- The Audit Committee serves as an independent governance structure whose function is to provide an oversight role on the system of internal control, risk management and governance.
- The Audit Committee assists the Accounting Officer in the effective execution of his/her responsibilities as an oversight structure in the achievement of the departmental objectives.

The Audit Committee comprises five (5) external members listed hereunder and should meet four (4) times per annum as per its approved ToR. During the year under review, six (6) meetings were held.

Table 83. Audit Committee members for the period 1 April 2019 to 31 March 2020

Name	Qualifications	Internal or external	If internal, position in the department	Date appointed	Date Resigned	No. of Meetings attended
Prof DP van der Nest	B.Com (Hons) M.Com D.Tech	Chairperson (External)	N/A	Re-appointed 1 December 2017	N/A	6
Mr S Simelane	B.Com B.Com (Hons) Masters in Business Administration	External Member	N/A	Re-appointed 1 December 2017	N/A	4
Ms S Makhathini	B.Com B.Com (Hons) Chartered Accountant (SA)	External Member	N/A	1 December 2017	N/A	3
Mr AN Mhlongo	B.Com B.Com (Hons) Chartered Accountant (SA), ATC, ACMA, CGMA	External Member	N/A	20 February 2020		1
Mr LM Mangquku	B.Com B.Com (Hons) Chartered Accountant (SA) Advance Company Law Master's in Business Leadership	External Member	N/A	20 February 2020		1

12.AUDIT COMMITTEE REPORT

In line with its strategic commitment to be a well-governed National Department, **the dbe** strives for effective oversight and monitoring of its governance regime. Vital to the achievement of this aim, is a competent and independent Audit Committee. We are pleased to present our report for the financial year ended 31 March 2020.

Audit Committee Responsibility

The Audit Committee reports that it has complied with its responsibilities arising from Section 38 (1) (a) (ii) of the Public Finance Management Act and Treasury Regulation 3.1.10 and 3.1.13. The Audit Committee also reports that it has adopted appropriate formal terms of reference as its Audit Committee Charter, has regulated its affairs in compliance with this charter and has discharged all its responsibilities as contained therein, except that changes in accounting policies and practices have not been reviewed.

The Committee is pleased to further report that it has complied with its responsibility arising from its terms of reference, including relevant legislative requirements. The Committee and relevant stakeholders also completed an annual committee assessment to evaluate the efficiency and effectiveness of the Committee.

For the financial year ended 31 March 2020, the Audit Committee conducted separate meetings with the assurance providers and reviewed the following:

- Annual Financial Statements and Quarterly Performance Reports;
- Unaudited Annual Financial Statements before submission to the Auditor General South Africa (AGSA);
- The appropriateness of accounting policies and procedures;
- The effectiveness of the system of Risk Management;
- Compliance with relevant laws and regulations;
- The Annual Report and report on predetermined objectives prior to submission to the AGSA and final publication;
- The plans, work and reports of Internal Audit and the AGSA;
- The Internal Audit and Audit Committee Charters;
- The internal audit three-year plan and operational plan;
- The internal audit reports and outcomes; and
- The AGSA report and audit opinion.

The Effectiveness of Internal Control

Our review of the findings of the Internal Audit work, which was based on the risk assessments conducted in the Department, revealed certain weaknesses, which were then raised with the Department and monitored during the year.

Through the reports from the different assurance providers, it was identified that the system of internal control was not entirely effective during the year under review. Several instances of non-compliance with internal controls were reported by both Internal Audit and AGSA. Management during the year put measures in place to improve the control environment in the Accelerated School Infrastructure Development Initiative (ASIDI), although there were still areas of weaknesses identified and monitored. The Audit Committee will continue to monitor progress against the corrective action plan implemented by management. Consequence management needs to be strengthened. The Audit Committee will also monitor progress with consequence management in cases of non-compliance. There was an improvement in the monitoring of performance information by internal audit quarterly reviews in the year under review. The Department will be monitored to improved controls to prevent further irregular expenditure.

The following internal audit work was completed during the year under review:

- Assurance and Consulting reviews were conducted and completed by Internal Audit on Reviewed Annual Report, Annual Financial Statements, Supply Chain Management, contractor's payment and project management for two implementing agents, ASIDI follow-up on AGSA and Internal Audit previous findings, Reviewed the quarterly Performance Information, Stock Counts reviews up on AGSA previous report, ASIDI – Management of Payment Advances, National Examination Database review – IT, DoRA follow-up review on National School Nutrition Programme, Maths, Science and Technology, and HIV/AIDS conditional grants, SA–SAMS follow-up on compliance with Chapter 4.

The following were areas of concern:

- During the year under review areas of concern were to improve the ASIDI project management, asset management, preparation of financial statements and to strengthen internal control, and capacity in those areas of weaknesses.

In-Year Management and Monthly/Quarterly Report

The Department has monthly and quarterly reporting systems to the National Treasury as is required by the Public Finance Management Act (PFMA). There has been an improvement in certain areas for performance information.

Risk Management

A risk management strategy and Risk Management Committee is in place. Risk Management processes are still maturing as a result of engagement with management during the year under review and risk registers were reviewed, updated and action plans reports were monitored. There should be an improvement in monitoring of risk and identification of emerging new risk within the Department.

Evaluation of Financial Statements

We have reviewed the annual financial statements prepared by the Department.

- Reviewed and discussed the audited annual financial statements to be included in the annual report, with the Auditor-General of South Africa and the Accounting Officer;
- Reviewed the Auditor-General of South Africa's management report and management's response thereto;
- Noted that there were no changes in accounting policies and practice;
- Reviewed the Department's compliance with legal and regulatory provisions;
- Reviewed the report on the pre-determined objectives to be included in the annual reports; and
- Reviewed significant adjustments resulting from the audit.

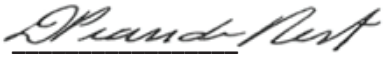
Auditor-General's Report

We have reviewed the Department's implementation plan for audit issues raised in the previous year and we are satisfied that the matters have been adequately resolved except for the following:

- Internal control weaknesses relating to ASIDI project management, and strategy to ensure strengthened measures and capacity on financial statements preparation were not adequately addressed.

Conclusion

The Audit Committee concurs and accepts the conclusions of the Auditor-General on the annual financial statements and is of the opinion that the audited annual financial statements should be accepted and read together with the report of the Auditor-General.



Prof DP van der Nest
Chairperson of the Audit Committee
Department of Basic Education
30 September 2020

B-BBEE COMPLIANCE PERFORMANCE INFORMATION

The following table has been completed in compliance with the requirements of the Broad-Based Black Economic Empowerment Act, Act 53 of 2013, and as determined by the Department of Trade and Industry.

Table 84. Compliance with the Broad-Based Black Economic Empowerment Act

Has the Department / Public Entity applied any relevant Code of Good Practice (B-BBEE Certificate Levels 1–8) with regards to the following:		
Criteria	**Response Yes / No**	**Discussion** (*include a discussion on your response and indicate what measures have been taken to comply*)
Determining qualification criteria for the issuing of licences, concessions or other authorisations in respect of economic activity in terms of any law?		N/A
Developing and implementing a preferential procurement policy?	No	The Department does not have a separate Preferential Procurement Policy. However, compliance with the Preferential Procurement Policy Framework Act and the Preferential Procurement Regulations, 2017 is ensured during the procurement of goods and services.
Determining qualification criteria for the sale of state-owned enterprises?		N/A
Developing criteria for entering into partnerships with the private sector?		N/A
Determining criteria for the awarding of incentives, grants and investment schemes in support of Broad-Based Black Economic Empowerment?		N/A

PART D: HUMAN RESOURCE MANAGEMENT

1. INTRODUCTION

The statistics and information published in this part of the Annual Report have been prescribed by the Minister for Public Service and Administration for all departments in the public service.

The statistical tables provide high-level information on key human resource issues. The information aims to empower legislatures, the media, the public and other key stakeholders to monitor whether the Department of Basic Education is exercising powers granted under the Public Service and Public Finance legislation in a responsible manner.

2. OVERVIEW OF HUMAN RESOURCES

The Department ensures that there is alignment between its broad strategic objectives and human resource planning within the DBE, such that:

- Sufficient posts and human resources are available at all times for the Department to achieve its strategic and operational objectives;
- Personnel are employed at the correct salary levels;
- Employment equity targets are met;
- Active steps are taken to ensure that suitable persons are recruited and retained as far as possible, and that personnel with talent are identified and nurtured within the Department;
- The required funding for human resources is made available within the Medium-Term Expenditure Framework;
- A system of performance management is utilised to ensure optimal utilisation of human resources for effective service delivery, training, development and recognition of achievements;
- Human resources and financial planning are integrated; and
- Human resource planning and management become an integral part of the responsibility of all managers.

The following were the human resource priorities for the year under review:

a) Reprioritisation of posts in terms of new priorities of the Department.
b) Ensuring adequate human resources for the attainment of outcomes for *Action Plan to 2019: Towards the Realisation of Schooling 2030.*
c) Addressing the issue of gender equity in the Department.
d) Identifying and addressing competency skills gaps.
e) Ensuring continued implementation of the reviewed PMDS policy.
f) Providing a comprehensive Employee Assistance Programme.
g) Addressing areas in MPAT that received a score of below 3.

During the course of the year, the Department worked expeditiously towards achieving these priorities. The established Task Team reviewed inputs from all Branches and unions for the finalisation of the organisational structure. The Task Team forwarded the outcome to the Minister for approval.

The following key SMS posts were filled, thereby ensuring adequate human resources for the attainment of outcomes for *Action Plan to 2019: Towards the Realisation of Schooling 2030*:

Deputy Director-General: Teachers, Education Human Resources and Institutional Development,
Chief Director: Office of the Director-General,
Director: CPTD,
Director: Staffing Services and HR Support to Provinces,
Director: Inclusive Education,
Director: Health Promotion,
Director: Strategic Planning,
Director: QLTC,
Director: MST and E-Learning,
Director: Business Processes and Parliamentary Questions,
Director: Educator Performance and Development and Whole School Evaluation.

In terms of addressing gender equity at Senior Management Level during the year under review, the DBE had a ratio of 35% female appointments to 65% male appointments. At MMS level, the staff complement has attained 54% women of all racial groups and 46% males of all racial groups. However, the overall ratio in the Department was 58% female to 42% male staff. In this regard, the Department exceeded the 50:50 ratio. The Department Recruitment Policy has been revised to require equity statistics to be reported on at the interviews as well as in the submission to the Minister and Director-General. The achievement of a 50% female target at SMS level is difficult as there are not many male retirements to allow for females to move into posts. The Department continues pursuing the policy of succession planning taking this problem into consideration. Capable females from the MMS echelon are given every opportunity to equip themselves with the skills and competencies required for SMS positions. The Department has arranged for courses to create proficiency in various identified areas.

To address competency skills gaps, 196 employees attended skills development and training programmes as well as the compulsory induction programme during the year. This is an ongoing process which is dependent on quarterly and annual PMDS evaluations and assessments. The Department also prepared a comprehensive questionnaire for the Department database to gauge the success of courses attended.

The DBE has revised the PMDS policy which was approved in October 2018 and this is being implemented and reviewed by the Department. Assessments and moderation thereof take place twice every year. Poor performance was monitored with the Director-General instructing Branch heads to monitor and report on poor performance. The DBE submits the reports of poor performance to the DPSA.

The Department provided a comprehensive health and wellness programme which was well received by the staff. The Employee Health and Wellness Campaign and Financial Management Campaign were held as follows:

- 11–12 September 2019; 415 officials participated in the campaign.
- 13–14 June 2019; 62 officials participated in the campaign.
- 11–12 December 2019; 200 officials participated in the campaign.
- 13–14 February 2020; 79 officials participated on the campaign.

The following tests were administered:

- HIV test;
- Blood pressure;
- Blood sugar level;
- Cholesterol;
- Body mass index; and
- Height and waist circumference.

The following medical practitioners were available on both days:

- Optometrist; to check eye health;
- Dentist; for dental and oral hygiene;
- Audiologist; to check the ears/ hearing;
- Dietician; to advise on nutrition and health;
- Physiotherapist; to reset the body for optimised health;
- SANBS; to check blood type and check those eligible to donate; and
- Podiatrist; to check, treat or prevent foot, ankle and lower leg problems.

The following services were provided:

- 30 counselling sessions;
- 15 officials were referred for psychological services;
- Rehabilitation sessions;
- Counselling for officials diagnosed as HIV-positive; and
- Counselling for one member injured on duty.

The following financial services providers were available to assist with financial wellness and 29 officials were assisted:

- Old Mutual;
- AVBOB; and
- Sanlam.

Government has decided to discontinue MPAT, hoping that the system has gained traction and would therefore be entrenched in departments' normal operations.

CHALLENGES

The DBE was not in a position to fill all vacancies, as a result of the reprioritisation of posts and re-organisation of the structure. Although service delivery was not impacted, staff had to bear the added responsibilities for posts not filled.

The achievement of equity targets will be given priority. The Department has done exceptionally well in terms of gender representivity and has exceeded the equity target on gender in terms of the overall workforce. However, at SMS level determined efforts have to be made to address the set targets. In the SMS echelon, the majority of males are not in the retirement category. Therefore, it is likely that more females will only fill positions at the SMS level in a few years' time when there have been corresponding male retirements.

The Department is responding to this problem by assisting females from the MMS echelon to equip themselves with the skills and competencies required to progress to SMS positions and benefit from the policy of succession planning.

3. HUMAN RESOURCE OVERSIGHT STATISTICS

This section provides key information on the DBE's human resources in terms of personnel expenditure, the number of posts on the structure, the number of posts filled, staff turnover, leave utilisation, performance management, training and skills development as well as disciplinary actions taken over the year.

3.1. Personnel-related expenditure

The following tables summarise the final audited personnel-related expenditure by programme and by salary bands. In particular, it provides an indication of the:

- amounts spent on personnel; and
- amounts spent on salaries, overtime, homeowner's allowances and medical aid.

Table 85. Personnel expenditure by programme for the period 1 April 2019 to 31 March 2020

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Training expenditure (R'000)	Professional and special services expenditure (R'000)	Personnel expenditure as a % of total expenditure	Average personnel cost per employee (R'000)
Programme 1: Finance and Administration	513 207	190 611	406	170	37.14	637
Programme 2: Curriculum Policy, Support and Monitoring	1 901 547	78 294	252	44 861	4.12	851
Programme 3: Teachers, Education Human Resources and Institutional Development	7 506 902	43 597	83	16	0.58	454
Programme 4: Planning Information and Assessments	12 465 364	107 043	222	2 445	0.86	686
Programme 5: Social Mobilisation and Support Services	1 367 877	67 687	74	1 472	4.95	1 147
Total	**23 754 897**	**487 232**	**1 037**	**48 964**	**2.05**	**694**

Table 86. Personnel costs by salary band for the period 1 April 2019 to 31 March 2020

Salary band	Personnel expenditure (R'000)	% of total personnel cost	No. of employees	Average personnel cost per employee (R'000)
Skilled (levels 3–5)	26 632	5.46	43	619
Highly skilled production (levels 6–8)	98 761	20.27	287	344
Highly skilled supervision (levels 9–12)	256 793	52.70	294	873
Senior and Top management (levels 13–16)	105 046	21.56	78	1 347
Total	**487 232**	**100.00**	**702**	**694**

Table 87. Salaries, Overtime, Home Owner's Allowance and Medical Aid by programme for the period 1 April 2019 to 31 March 2020

Programme	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Programme 1: Finance and Administration	156 603	82.16	6 323	3.32	3 412	1.79	6 150	3.23
Programme 2: Curriculum Policy, Support and Monitoring	68 777	87.84	723	0.92	607	0.78	1 565	2.00
Programme 3: Teachers, Education Human Resources and Institutional Development	58 903	135.11	27	0.06	747	1.71	1 309	3.00
Programme 4: Planning Information and Assessments	96 008	89.69	1 650	1.54	1 402	1.31	2 679	2.50
Programme 5: Social Mobilisation and Support Services	38 738	57.23	96	0.14	578	0.85	961	1.42
Total	**419 029**	**86.00**	**8 819**	**1.81**	**6 746**	**1.38**	**12 664**	**2.60**

Table 88. Salaries, Overtime, Home Owner's Allowance and Medical Aid by salary band for the period 1 April 2019 to 31 March 2020

Salary band	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Skilled (levels 3–5)	19 063	71.58	4 158	15.61	1 028	3.86	907	3.41
Highly skilled production (levels 6–8)	76 572	77.53	2 760	2.79	3 459	3.50	6 705	6.79
Highly skilled supervision (levels 9–12)	228 531	88.99	1 901	0.74	1 825	0.71	4 033	1.57
Senior management (levels 13–16)	94 863	90.31	0.00	0.00	434	0.41	1 019	0.97
Total	**419 029**	**86.00**	**8 819**	**1.81**	**6 746**	**1.38**	**12 664**	**2.60**

3.2. Employment and Vacancies

Table 89. Employment and vacancies by programme as on 31 March 2020

Programme	Number of posts on approved establishment	Number of posts filled	Vacancy Rate %	Number of employees additional to the establishment
Programme 1: Administration	299	299	0.00	0
Programme 2: Curriculum Policy, Support & Monitoring	95	92	3.16	0
Programme 3: Teachers, Education Human Resources & Institutional Development	152	96	36.84	0
Programme 4: Planning, Information & Assessment	182	156	14.29	0
Programme 5: Educational Enrichment Services	68	59	13.24	0
Total	**796**	**702**	**11.81**	**0**

Table 90. Employment and vacancies by salary band as on 31 March 2020

Salary band	Number of posts on approved establishment	Number of posts filled	Vacancy Rate %	Number of employees additional to the establishment
Skilled (levels 3–5)	43	43	0.00	0
Highly skilled production (levels 6–8)	287	287	0.00	0
Highly skilled supervision (levels 9–12)	375	294	21.60	0
Senior management (levels 13–16)	91	78	14.29	0
Total	**796**	**702**	**11.81**	**0**

Table 91. Employment and vacancies by critical occupations as on 31 March 2020

	Number of posts on approved establishment	Number of posts filled	Vacancy Rate %	Number of employees additional to the establishment
DCES	15	15	0.00	0
CES	68	56	17.65	0
Total	**83**	**71**	**14.46**	**0**

3.3. Filling of SMS posts

Table 92. SMS post information as on 31 March 2020

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100.00	0	0.00
Salary Level 16	0	1	0.00	0	0.00
Salary Level 15	10	7	70.00	3	30.00
Salary Level 14	26	20	76.92	6	23.08
Salary Level 13	54	49	90.74	5	9.26
Total	**91**	**78**	**85.71**	**13**	**14.29**

Note: North West Intervention Administrator was appointed on salary level 16.

Table 93. SMS post information as on 30 September 2019

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100.00	0	0.00
Salary Level 16	0	1	0.00	0	0.00
Salary Level 15	10	7	70.00	3	30.00
Salary Level 14	26	20	76.92	6	23.08
Salary Level 13	54	49	90.74	5	9.26
Total	**91**	**78**	**85.71**	**13**	**14.29**

Note: North West Intervention Administrator appointed on salary level 16.

Table 94. Advertising and filling of SMS posts for the period 1 April 2019 to 31 March 2020

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100.00	0	0.00
Salary Level 16	0	1	0.00	0	0.00
Salary Level 15	10	7	70.00	3	30.00
Salary Level 14	26	20	76.92	6	23.08
Salary Level 13	54	49	90.74	5	9.26
Total	**91**	**78**	**85.71**	**13**	**14.29**

Table 95. Reasons for not having complied with the filling of funded vacant SMS posts – Advertised within 6 months and filled within 12 months after becoming vacant in the period 1 April 2019 to 31 March 2020.

Reason for vacancies not advertised within six months
Re-prioritisation of posts within the Department.

Reason for vacancies not filled within six months
Re-prioritisation of posts within the Department.

Table 96. Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2019 to 31 March 2020

Reasons for vacancies not advertised within six months
Re-prioritisation of posts within the Department.

Reasons for vacancies not filled within six months
Re-prioritisation of posts within the Department.

3.4. Job Evaluation

Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in their organisation. In terms of the Regulations, all vacancies on salary levels 9 and higher must be evaluated before they are filled. The following table summarises the number of jobs that were evaluated during the year under review. The table also provides statistics on the number of posts that were upgraded or downgraded.

Table 97. Job Evaluation by salary band for the period 1 April 2019 to 31 March 2020

Salary band	Number of posts on approved establishment	Number of Jobs Evaluated	% of posts evaluated by salary bands	Posts Upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Skilled (levels 3–5)	43	1	2.33	1	100.00	0	0.00
Highly skilled production (levels 6–8)	287	0	0.00	0	0.00	0	0.00
Highly skilled supervision (levels 9–12)	375	0	0.00	0	0.00	0	0.00
Senior Management Service Band A	54	0	0.00	0	0.00	0	0.00
Senior Management Service Band B	26	0	0.00	0	0.00	0	0.00
Senior Management Service Band C	10	0	0.00	0	0.00	0	0.00
Senior Management Service Band D	1	0	0.00	0	0.00	0	0.00
Total	**796**	**1**	**0.13**	**1**	**100.00**	**0**	**0.00**

The following table summarises the number of employees whose positions were upgraded due to their posts being upgraded. The number of employees might differ from the number of posts upgraded since not all employees are automatically absorbed into the new posts and some of the posts upgraded could also be vacant.

3.5. Employment Changes

The following tables provide a summary of turnover rates by salary band and critical occupations.

Table 98. Annual turnover rates by salary band for the period 1 April 2019 to 31 March 2020

Salary band	Number of employees at beginning of period-1 April 2019	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate %
Lower skilled (levels 1–2)	0	2	0	0.00
Skilled (levels 3–5)	43	24	24	55.81
Highly skilled production (levels 6–8)	286	15	18	6.29
Highly skilled supervision (levels 9–12)	305	38	44	14.43
Senior Management Service Bands A	47	11	13	27.66
Senior Management Service Bands B	20	2	2	10.00
Senior Management Service Bands C	8	3	4	50.00
Senior Management Service Bands D	1	0	0	0.00
Total	**710**	**95**	**105**	**14.79**

Note: Salary level 2 appointees are accommodated in salary level 3–5 posts.

Table 99. Annual turnover rates by critical occupation for the period 1 April 2019 to 31 March 2020

Critical occupation	Number of employees at beginning of period-April 2019	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate %
DCES	13	2	0	0.00
CES	62	3	9	14.52
TOTAL	**75**	**5**	**9**	**12.00**

The table below identifies the major reasons why staff left the Department.

Table 100. Reasons why staff left the Department for the period 1 April 2019 to 31 March 2020

Termination Type	Number	% of Total Resignations
Death	3	2.86
Resignation	12	11.43
Expiry of contract	73	69.52
Retirement	13	12.38
Transfer to other Public Service Departments	4	3.81
Total	**105**	**100.00**
Total number of employees who left as a % of total employment		15.00

Table 101. Promotions by critical occupation for the period 1 April 2019 to 31 March 2020

Occupation	Employees 1 April 2019	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
DCES	13	0	0.00	13	100.00
CES	61	3	4.92	58	95.08
Total	**74**	**3**	**4.05**	**71**	**95.95**

Table 102. Promotions by salary band for the period 1 April 2019 to 31 March 2020

Salary Band	Employees 1 April 2019	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progression as a % of employees by salary bands
Skilled (levels 3–5)	43	1	2.33	43	100.00
Highly skilled production (levels 6–8)	286	4	1.40	250	87.41
Highly skilled supervision (levels 9–12)	305	9	2.95	230	75.41
Senior Management (levels 13–16)	76	9	11.84	57	75.00
Total	**710**	**23**	**3.24**	**580**	**81.69**

3.6. Employment Equity

Table 103. Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2020

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers (levels 13–16)	37	4	6	4	17	4	3	3	78
Professionals (levels 9–12)	112	7	7	10	127	4	10	17	294
Technicians and associate professionals (levels 6–8)	75	3	0	3	187	5	2	12	287
Clerks (levels 3–5)	26	0	0	0	17	0	0	0	43
Total	**250**	**14**	**13**	**17**	**348**	**13**	**15**	**32**	**702**
Employees with disabilities	3	1	0	1	2	0	0	1	8

Table 104. Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2020

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management (levels 15–16)	3	1	2	0	1	2	0	0	9
Senior Management (levels 13–14)	34	3	4	4	16	2	3	3	69
Professionally qualified and experienced specialists and mid-management (levels 9–12)	112	7	7	10	127	4	10	17	294
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents (levels 6–8)	75	3	0	3	187	5	2	12	287
Semi-skilled and discretionary decision making (levels 3–5)	26	0	0	0	17	0	0	0	43
Total	**250**	**14**	**13**	**17**	**348**	**13**	**15**	**32**	**702**

Table 105. Recruitment for the period 1 April 2019 to 31 March 2020

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	0	1	0	0	1
Senior Management	4	0	1	0	3	1	1	1	11
Professionally qualified and experienced specialists and mid-management	9	0	1	1	13	0	0	0	24
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	2	0	0	0	9	0	0	0	11
Semi-skilled and discretionary decision making	4	0	0	0	6	0	0	0	10
Total	**19**	**0**	**2**	**1**	**31**	**2**	**1**	**1**	**57**

Table 106. Promotions for the period 1 April 2019 to 31 March 2020

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	0	1	0	0	1
Senior Management	4	0	1	0	1	0	1	1	8
Professionally qualified and experienced specialists and mid-management	2	0	1	0	6	0	0	0	9
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1	0	0	0	3	0	0	0	4
Semi-skilled and discretionary decision making	0	0	0	0	1	0	0	0	1
Total	**7**	**0**	**2**	**0**	**11**	**1**	**1**	**1**	**23**

Table 107. Terminations for the period 1 April 2019 to 31 March 2020

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	4	0	0	0	5	0	0	0	9
Senior Management	7	0	0	0	8	0	0	0	15
Professionally qualified and experienced specialists and mid-management	3	0	0	0	13	1	0	1	18
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	10	3	0	3	21	0	4	3	44
Semi-skilled and discretionary decision making	8	0	1	0	3	2	1	0	15
Unskilled and defined decision making	2	0	1	0	1	0	0	0	4
Total	**34**	**3**	**2**	**3**	**51**	**3**	**5**	**4**	**105**

Table 108. Disciplinary action for the period 1 April 2019 to 31 March 2020

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
3 months suspension without pay					1				1

Table 109. Skills development for the period 1 April 2019 to 31 March 2020

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	13	0	1	2	9	0	1	4	30
Professionals	22	2	1	2	27	0	3	3	60
Technicians and associate professionals	6	0	0	0	11	0	0	0	17
Clerks	19	0	0	0	46	0	0	0	65
Elementary occupations	15	0	0	0	9	0	0	0	24
Total	**75**	**2**	**2**	**4**	**102**	**0**	**4**	**7**	**196**

3.7. Signing of Performance Agreements by SMS Members

Table 110. Signing of Performance Agreements by SMS members as on 31 August 2019

SMS Level	Total number of funded SMS posts	Total number of SMS members	Total number of signed performance agreements	Signed performance agreements as % of total number of SMS members
Director-General/ Head of Department	1	1	1	100.00
Salary Level 16	0	1	1	100.00
Salary Level 15	10	7	7	100.00
Salary Level 14	26	20	20	100.00
Salary Level 13	54	49	49	100.00
Total	**91**	**78**	**78**	**100.00**

3.8. Performance Rewards

Table 110. Performance Rewards by race, gender and disability for the period 1 April 2019 to 31 March 2020

Race and Gender	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee (R'000)
African					
Male	64	250	25.60	1,940	30
Female	121	348	34.77	2,880	24
Asian	0	0	0	0	0
Male	3	13	23.08	221	74
Female	4	15	26.67	162	41
Coloured					
Male	5	14	35.71	265	53
Female	9	13	69.23	379	42
White					
Male	5	17	29.41	255	51
Female	16	32	50.00	589	37
Total	**227**	**702**	**32.34**	**6 691**	**29**

Table 112. Performance Rewards by salary band for personnel below Senior Management Service for the period 1 April 2019 to 31 March 2020

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee (R'000)	
Skilled (levels 3–5)	21	43	48.84	217	10	2.25
Highly skilled production (levels 6–8)	115	287	40.07	1,870	16	1.82
Highly skilled supervision (levels 9–12)	65	294	22.11	2,832	44	1.16
Total	**201**	**624**	**32.21**	**4,919**	**24**	**1.38**

Table 113. Performance-related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2019 to 31 March 2020

	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee (R1'000)	
Band A	19	49	38.78	1181	62	2.13
Band B	5	20	25.00	390	78	1.37
Band C	2	7	28.57	202	101	0.92
Band D	0	2	0.00	0	0	0.00
Total	**26**	**78**	**33.33**	**1 773**	**68**	**1.69**

3.9. Foreign Workers

The tables below summarise the employment of foreign nationals in the Department in terms of salary band and major occupation.

Table 114. Foreign workers by salary band for the period 1 April 2019 to 31 March 2020

Salary band	01 April 2019		31 March 2020		Change	
	Number	% of total	Number	% of total	Number	% Change
Highly skilled supervision (levels 9–12)	10	3.42	5	1.71	5	50.00
Total	**10**	**1.43**	**5**	**0.71**	**0**	**50.00**

3.10. Leave utilisation

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave and disability leave. In both cases, the estimated cost of the leave is also provided.

Table 115. Sick leave for the period 1 January 2019 to 31 December 2019

Salary band	Total days	% Days with Medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per employee	Estimated Cost (R'000)
Lower skilled (levels 1–2)	4	100.00	2	0.30	2.00	2
Skilled (levels 3–5)	462.50	57.50	81	13.50	6.00	419
Highly skilled production (levels 6–8)	1 943	70.60	233	38.90	8.00	2 656
Highly skilled supervision (levels 9–12)	1 647	76.70	226	37.70	7.00	5 219
Top and Senior management (levels 13–16)	481.50	87.40	57	9.50	8.00	2 229
Total	**4 538.00**	**73.30**	**599**	**100.00**	**8.00**	**10 525**

Table 116. Disability leave (temporary and permanent) for the period 1 January 2019 to 31 December 2019

Salary band	Total days	% Days with Medical certification	Number of Employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated Cost (R'000)
Highly skilled supervision (levels 9–12)	188	100	1	25	188	519
Senior management (levels 13–16)	120	100	3	75	40	660
Total	**308**	**200**	**4**	**100**	**228**	**1 179**

The table below summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

Table 117. Annual Leave for the period 1 January 2019 to 31 December 2019

Salary band	Total days taken	Number of employees using annual leave	Average per employee
Lower skilled (levels 1–-2)	58	10	6.00
Skilled (levels 3–5)	1 781.92	105	17.00
Highly skilled production (levels 6–8)	5 804	265	22.00
Highly skilled supervision (levels 9–12)	6 434.50	329	20.00
Senior management (levels 13–16)	1 717.60	85	20.00
Total	**15 796.02**	**794**	**20.00**

Table 118. Capped leave for the period 1 January 2019 to 31 December 2019

Salary band	Total days of capped leave taken	Number of employees using capped leave	Average number of days taken per employee	Average capped leave per employee as on 31 December 2019
Skilled (levels 3–5)	0	0	0	59.00
Highly skilled production (levels 6–8)	0	0	0	30.00
Highly skilled supervision (levels 9–12)	3	1	3	49.00
Senior management (levels 13–16)	8	2	4	60.00
Total	**11**	**3**	**4**	**47.00**

The following table summarises payments made to employees as a result of leave that was not taken.

Table 119. Leave payouts for the period 1 April 2019 to 31 March 2020

Reason	Total amount (R'000)	Number of employees	Average per employee
Leave payout for 2017/18 due to non-utilisation of leave for the previous cycle	99	2	49 500.00
Capped leave payouts on termination of service for 2017/18	1 216	6	202 667.00
Current leave payout on termination of service for 2017/18	946	30	31 533.00
Total	**2 261**	**38**	**59 500.00**

3.11. HIV/AIDS & Health Promotion Programmes

Table 120. Details of Health Promotion and HIV/AIDS Programmes

Question	Yes	No	Details, if yes
1. Has the department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	Yes		Ms Thandi Khoza Director: Training and Social Responsibility
2. Does the department have a dedicated unit or has it designated specific staff members to promote the health and well-being of your employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.	Yes		The Department has two employees to promote health and wellness. The budget for health and wellness is incorporated in the budget for the Directorate: Training and Social Responsibility
3. Has the department introduced an Employee Assistance or Health Promotion Programme for employees? If so, indicate the key elements/services of this Programme.	Yes		To assist employees with task-related and personal problems. Work-related and personal problems Substance abuse (drugs and alcohol) Incapacity counselling Employees with financial difficulties Traumatic events
4. Has the department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	Yes		Thandi Khoza Julia Mashapa Elsie Mnisi
5. Has the department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	Yes		Leave Policy Employee Assistance Programme Policy Recruitment Policy Bereavement Policy

Question	Yes	No	Details, if yes
6. Has the department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	Yes		HIV and AIDS Policy HIV and AIDS Workplace programme Condom distributions and HTC Campaign
7. Does the department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have you achieved.	Yes		Through information sharing, pre-test counselling and HTC Campaign.
8. Has the department developed measures/indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/indicators.	Yes		Statistics of people who attended Voluntary Counselling and Testing Campaign Number of people who attended Health Screening Number of people who attended a support group Number of people who attended Post-Test Counselling, Information session and distribution of pamphlets on HIV and AIDS

3.12. Labour Relations

The following table summarises the outcome of disciplinary hearings conducted within the Department for the year under review.

Table 121. Misconduct and disciplinary hearings finalised for the period 1 April 2019 to 31 March 2020

Outcomes of disciplinary hearings	Number	% of total
Final written warning	44	98%
Suspended without pay	1	2%
Total	**45**	**100%**

Table 122. Types of misconduct addressed at disciplinary hearings for the period 1 April 2019 to 31 March 2020

Type of misconduct	Number	% of total
Conduct self in improper/ unacceptable manner	1	100%
Total	**1**	**100%**

Table 123. Grievances lodged for the period 1 April 2019 to 31 March 2020

Grievances	Number	% of Total
Number of grievances resolved	2	50%
Number of grievances not resolved	2	50%
Total number of grievances lodged	**4**	**100%**

Table 124. Disputes logged with Councils for the period 1 April 2019 to 31 March 2020

Disputes	Number	% of Total
Number of disputes dismissed	3	100%
Total number of disputes lodged	**3**	**100%**

3.13. Skills development

This section highlights the efforts of the Department with regard to skills development.

Table 125. Training needs identified for the period 1 April 2016 to 31 March 2020

Occupational category	Gender	Number of employees as at 1 April 2019	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	2		• Change Management • Bid Committee (PFMA) • Finance for Non-Financial Managers • Assessor and Moderator		
	Male	2			PMDS Gender Mainstreaming	6
Professionals	Female	73		• Time Management • Error Analysis • Paralegal skills • Research Methodology • Item Development • Digital Marketing • Data management and Analysis • Business Process Management • Atlas TI • Assessor and Moderator • People management • Salary Tax • Nutrition • ArchiCAD courses • Conflict management • Finance for non-financial management • Risk Management • Research Management • Skills Development and Facilitation • Supply Chain Management • Advanced Management Development Programme • Effective Business Writing Skills & Reporting Indicators Course • SQL Server 2010 • Monitoring and Evaluation • Archives & Record Management Course • Advanced MS Excel • Forensic Analysis • Policy Development course • Report Writing Skills • STATA for analysis • Strategic Planning Course • Mentoring and Coaching • Adobe InDesign • Diversity Management • Financial Management • Conflict Management • SQL Training • Gender Mainstreaming • Systems Application • SQL Server 2019 • Protocol • SCOA • Language editing • Sign Language • Risk Management		
	Male	57			Gender Mainstreaming	10

Occupational category	Gender	Number of employees as at 1 April 2019	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Technicians and associate professionals	Female	33		• Supply Chain Management • Finance for non-financial Management • Contract Management • Basic Accounting System • Sign Language • Report Writing • Project Management • MS Office • MS Excel • Monitoring and Evaluation • IT System Development		
	Male	16				
Clerks	Female	74		• Supply Chain Management • Effective Business Writing Skills • Skills Development and Facilitation • Emerging Management Development Programme • Train-the-Trainer • Data Analysis & Reporting • Report Writing Skills • Monitoring and Evaluation • Intermediate MS Excel • Archives & Record Management Course • Advanced MS Excel • Microsoft Basic Intermediate Access • Job Evaluation • Policy Development course • STATA for analysis • Registry and Mail Management • Mentoring and Coaching • Photography • MS Project • LOGIS course • Electronic Record Management • Call centre • PERSAL • Supply Chain Management • Call centre		
	Male	24				
Service and sales workers	Female	N/A				
	Male	N/A				
Skilled agriculture and fishery workers	Female	N/A				
	Male	N/A				
Craft and related trades workers	Female	N/A				
	Male					
Plant and machine operators and assemblers	Female					
	Male					
Elementary occupations	Female	5		• CCTV Surveillance Operator • Security X-Ray Training • Customer Service • Safety in Security and Access		
	Male	12				

Occupational category	Gender	Number of employees as at 1 April 2019	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Sub-Total	Female	187				
	Male	111				
Total		**298**				

Note: The above figures include interns in the DBE.

Table 126. Training provided for the period 1 April 2019 to 31 March 2020

Occupational category	Gender	Number of employees as at 1 April 2019	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	13 1		• Bid Committee (PFMA) • Project Management	Dealing with Sexual Harassment in the Workplace	
	Male	16		• Bid Committee (PFMA)		70
Professionals	Female	4 4 2 11 1 6 3 1 1		• Bid Committee (PFMA) • Policy development • Sign Language • Research Methodology • Governance and Compliance • Monitoring and Coaching • Conflict Management • MS Excel Advanced • Skills Development and Facilitation		
	Male	13 1 3 3 1 1 2 2 1		• Research Methodology • MS Excel Advanced • Monitoring and Coaching • Policy development • Advanced Project Management • Supply Chain Management • Skills Development and Facilitation • Bid Committee (PFMA) • Conflict Management	Dealing with Sexual Harassment in the Workplace	20
Technicians and associate professionals	Female	2 1 3 1 1 2 1		• Bid Committee (PFMA) • MS Excel Advanced • Sign Language • Conflict Management • Policy development • Advanced Project Management • Supply Chain Management		
	Male	1 4 1		• MS Excel Advanced • Advanced Project Management • Sign Language		

Occupational category	Gender	Number of employees as at 1 April 2019	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Clerks	Female	4 3 13 8 8 3 1 6		• Conflict Management • Governance and Compliance • MS Excel Advanced • Office Management • Advanced Project Management • Sign Language • Skills Development and Facilitation • Supply Chain Management		
	Male	1 1 5 2 1 4 3 2		• Conflict Management • Governance and Compliance • MS Excel Advanced • Office Management • Policy development • Advanced Project Management • Sign Language • Supply Chain Management	Dealing with Sexual Harassment in the Workplace	25
Service and sales workers	Female	N/A				
	Male	N/A				
Skilled agriculture and fishery workers	Female	N/A				
	Male	N/A				
Craft and related trades workers	Female	N/A				
	Male	N/A				
Plant and machine operators and assemblers	Female	N/A				
	Male	N/A				
Elementary occupations	Female	7 2		• Safety in Security Access Control Operation • Sign Language		
	Male	1 13 1		• Conflict Management • Safety in Security Access Control Operation • Sign Language		
Sub Total	Female	113				
	Male	83				
Total		**196**				

Note: The above figure includes interns in the DBE.

3.14. Utilisation of Consultants

The following tables relate information on the utilisation of consultants in the Department. In terms of the Public Service Regulations 'consultant' means a natural or juristic person or a partnership that provides, in terms of a specific contract, on an ad hoc basis any of the following professional services to a department against remuneration received from any source:

- The rendering of expert advice;
- The drafting of proposals for the execution of specific tasks; and
- The execution of a specific task which is of a technical or intellectual nature, but excludes an employee of a department.

Table 127. Report on consultant appointments using appropriated funds for the period 1 April 2019 to 31 March 2020

Project title	Total number of consultants that worked on project	Duration (work days)	Contract value in Rand
No consultants were appointed during the financial year			

Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand
No consultants were appointed during the financial year			

Table 128. Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2019 to 31 March 2020

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
No consultants were appointed during the financial year			

Table 129. Report on consultant appointments using donor funds for the period 1 April 2019 to 31 March 2020

	Total Number of consultants that worked on project	Duration (Work days)	Donor and contract value in Rand
No consultants were appointed during the financial year			

	Total individual consultants	Total duration Work days	Total contract value in Rand
No consultants were appointed during the financial year			

Table 130. Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2019 to 31 March 2020

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
No consultants were appointed during the financial year			

PART E: FINANCIAL INFORMATION

Report of the Auditor-General to Parliament on vote no. 14: Department of Basic Education

Report on the audit of the financial statements

Qualified opinion

1. I have audited the financial statements of the Department of Basic Education, set out on pages 221 to 320, which comprise the appropriation statement, statement of financial position as at 31 March 2020, statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, as well as the notes to the financial statements, including a summary of significant accounting policies.

2. In my opinion, except for the effect of the matter described in the basis for qualified opinion section of this auditor's report, the financial statements present fairly, in all material respects, the financial position of the Department of Basic Education as at 31 March 2020, and its financial performance and cash flows for the year then ended in accordance with the Modified Cash Standard (MCS) prescribed by the National Treasury and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA) and the Division of Revenue Act of South Africa, 2019 (Act No. 16 of 2019) (Dora).

Basis for qualified opinion

CAPITAL COMMITMENTS

3. The department did not disclose the capital commitment in accordance with MCS chapter 14, *Provisions and contingents*. Items were disclosed as capital commitments, despite not meeting the definition of a commitment. As a result, capital commitments as disclosed in note 20 to the financial statements was overstated by R190,309 million (2018-19: R104,043 million). I was unable to quantify the resultant impact as the department did not make a reliable estimate of the amount of the liability.

IRREGULAR EXPENDITURE

4. The department did not include all irregular expenditure in the notes to the financial statements, as required by section 40(3)(b)(i) of the PFMA. This was due to payments made in contravention of the supply chain management requirements, which resulted in irregular expenditure of R41,305 million not being disclosed. Furthermore, as the department did not have adequate internal controls in place to identify and report on all irregular expenditure, I was unable to determine the full extent of the understatement of irregular expenditure for the current and previous year, as it was impracticable to do so.

Context for the opinion

5. I conducted my audit in accordance with the International Standards on Auditing (ISAs). My responsibilities under those standards are further described in the auditor-general's responsibilities for the audit of the financial statements section of this auditor's report.

6. I am independent of the department in accordance with sections 290 and 291 of the *Code of ethics for professional accountants* and parts 1 and 3 of the *International Code of Ethics for Professional Accountants (including International Independence Standards)* of the International Ethics Standards Board for Accountants (IESBA codes), as well as the ethical requirements that are relevant to my audit in South Africa. I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA codes.

7. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my qualified opinion.

Emphasis of matters

8. I draw attention to the matters below. My opinion is not modified in respect of these matters.

RESTATEMENT OF CORRESPONDING FIGURES

9. As disclosed in note 36 to the financial statements, the corresponding figures for 31 March 2019 were restated as a result of an error in the financial statements of the department at, and for the year ended, 31 March 2020.

SUBSEQUENT EVENTS

10. I draw attention to note 31 in the financial statements, which deals with subsequent events and specifically the possible effects of the future implications of Covid-19 on the department's future performance with regards to school infrastructure delivery. My opinion is not modified in respect of this matter.

FRUITLESS AND WASTEFUL EXPENDITURE

11. As disclosed in note 26 to the financial statements, the department incurred fruitless and wasteful expenditure of R76,992 million. The fruitless and wasteful expenditure was mostly as a result of stopped immovable tangible capital asset projects as a result of school mergers and rationalisation processes.

12. As disclosed in note 26 to the financial statements, fruitless and wasteful expenditure of R65,968 million that was incurred was still under investigation.

Other matter

13. I draw attention to the matter below. My opinion is not modified in respect of this matter.

UNAUDITED SUPPLEMENTARY SCHEDULES

14. The supplementary information set out on pages 321 to 334 does not form part of the financial statements and is presented as additional information. I have not audited these schedules and, accordingly, I do not express an opinion on them.

Responsibilities of the accounting officer for the financial statements

15. The accounting officer is responsible for the preparation and fair presentation of the financial statements in accordance with the MCS and the requirements of the PFMA and Dora, and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

16. In preparing the financial statements, the accounting officer is responsible for assessing the department's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless the appropriate governance structure either intends to liquidate the department or to cease operations, or has no realistic alternative but to do so.

Auditor-general's responsibilities for the audit of the financial statements

17. My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

18. A further description of my responsibilities for the audit of the financial statements is included in the annexure to this auditor's report.

Report on the audit of the annual performance report

Introduction and scope

19. In accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA) and the general notice issued in terms thereof, I have a responsibility to report on the usefulness and reliability of the reported performance information against predetermined objectives for selected programmes presented in the annual performance report. I performed procedures to identify material findings but not to gather evidence to express assurance.

20. My procedures address the usefulness and reliability of reported performance information, which must be based on the approved performance planning documents of the department. I have not evaluated the completeness and appropriateness of the performance indicators / measures included in the planning documents. My procedures do not examine whether the actions taken by the department enabled service delivery. My procedures also do not extend to any disclosures or assertions relating to planned performance strategies and information in respect of future periods that may be included as part of the reported performance information. Accordingly, my findings do not extend to these matters.

21. I evaluated the usefulness and reliability of the reported performance information in accordance with the criteria developed from the performance management and reporting framework, as defined in the general notice, for the following selected programmes presented in the annual performance report of the department for the year ended 31 March 2020:

Programme	Pages in annual performance report
Programme 2: curriculum policy, support and monitoring	79 – 81

22. I performed procedures to determine whether the reported performance information was properly presented and whether performance was consistent with the approved performance planning documents. I performed further procedures to determine whether the indicators and related targets were measurable and relevant, and assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.

23. I did not identify any material findings on the usefulness and reliability of the reported performance information for this programme:

    - Programme 2: curriculum policy, support and monitoring.

Other matters

24. I draw attention to the matters below.

ACHIEVEMENT OF PLANNED TARGETS

25. Refer to the annual performance report on pages 79 to 81 for information on the achievement of planned targets for the year and explanations provided for the under- or overachievement of a number of targets.

ADJUSTMENT OF MATERIAL MISSTATEMENTS

26. I identified material misstatements in the annual performance report submitted for auditing. These material misstatements were on the reported performance information of programme 2: curriculum policy, support and monitoring. As management subsequently corrected the misstatements, I did not raise any material findings on the usefulness and reliability of the reported performance information.

Report on the audit of compliance with legislation

Introduction and scope

27. In accordance with the PAA and the general notice issued in terms thereof, I have a responsibility to report material findings on the department's compliance with specific matters in key legislation. I performed procedures to identify findings but not to gather evidence to express assurance.

28. The material findings on compliance with specific matters in key legislation are as follows:

ANNUAL FINANCIAL STATEMENTS

29. The financial statements submitted for auditing were not prepared in accordance with the prescribed financial reporting framework, as required by section 40(1) (a) of the PFMA. Material misstatements of the disclosure notes for immovable tangible capital assets, contingent liabilities, public-private partnership finance lease commitments, irregular expenditure, prior period errors and the statement of conditional grants identified by the auditors in the submitted financial statements were corrected, but the uncorrected material misstatements resulted in the financial statements receiving a qualified opinion.

EXPENDITURE MANAGEMENT

30. Effective and appropriate steps were not taken to prevent irregular expenditure, as required by section 38(1)(c)(ii) of the PFMA and treasury regulation 9.1.1. As reported in the basis for qualified opinion, the R2,704 billion in note 25 of the financial statements does not reflect the full extent of the irregular expenditure incurred. The majority of the irregular expenditure disclosed in the financial statements was caused by non-compliance with procurement and contract management prescripts.

31. Effective steps were not taken to prevent fruitless and wasteful expenditure amounting to R76,992 million as disclosed in note 26 to the annual financial statements, as required by section 38(1)(c)(ii) of the PFMA and treasury regulation 9.1.1. The majority of the fruitless and wasteful expenditure was caused by inadequate planning and coordination between the national and provincial department, resulting in stopped immovable asset projects due to school mergers and rationalisation processes.

PROCUREMENT AND CONTRACT MANAGEMENT

32. Some of the bid documentation for procurement of commodities designated for local content and production did not stipulate the minimum threshold for local production and content, as required by the 2017 preferential procurement regulation 8(2).

33. Some of the commodities designated for local content and production were procured from suppliers who did not submit a declaration on local production and content, as required by the 2017 preferential procurement regulation.

34. Sufficient appropriate audit evidence could not be obtained that commodities designated for local content and production were procured from suppliers who met the prescribed minimum threshold for local production and content, as required by the 2017 preferential procurement regulation 8(5).

35. A person in service of the department whose partners or associates had a private or business interest in a contract awarded by the department failed to disclose such interest, as required by treasury regulation 16A8.4.

Other information

36. The accounting officer is responsible for the other information. The other information comprises the information included in the annual report. The other information does not include the financial statements, the auditor's report and the selected programmes presented in the annual performance report that have been specifically reported in this auditor's report.

37. My opinion on the financial statements and findings on the reported performance information and compliance with legislation do not cover the other information and I do not express an audit opinion or any form of assurance conclusion thereon.

38. In connection with my audit, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements and the selected programmes presented in the annual performance report, or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

39. If, based on the work I have performed, I conclude that there is a material misstatement in this other information, I am required to report that fact. I have nothing to report in this regard.

Internal control deficiencies

40. I considered internal control relevant to my audit of the financial statements, reported performance information and compliance with applicable legislation; however, my objective was not to express any form of assurance on it. The matters reported below are limited to the significant internal control deficiencies that resulted in the basis for qualified opinion and the findings on compliance with legislation included in this report.

41. Oversight and monitoring over financial reporting and disclosure notes were inadequate. As a result, there were still repeat findings on areas of financial reporting and compliance with laws and regulations.

42. Action plans implemented by management did not adequately address the root causes of previously raised audit findings. This resulted in inadequate remedies for internal control shortcomings previously reported and repeat internal control deficiencies.

43. The misstatements that were identified in the financial statements were mainly due to daily and monthly controls not being adequate and effective, specifically relating to financial reporting on the infrastructure programme and its related disclosure notes.

Material irregularities

44. In accordance with the PAA and the Material Irregularities Regulations, I have a responsibility to report on material irregularities identified during the audit and on the status of the material irregularities reported in the previous year's auditor's report.

STATUS OF PREVIOUSLY REPORTED MATERIAL IRREGULARITIES

Payments made for defective construction work in the delivery of school infrastructure

45. Payments were made for work performed by an appointed contractor, although the work undertaken was not at the required standard of quality as effective internal controls were not in place for the approval and processing of payments, as required by treasury regulation 8.1.1. Further payments had to be made to another contractor appointed to perform remedial construction work, which resulted in a material financial loss for the department. The project was funded by the Asidi backlog grant.

46. The accounting officer was notified of the material irregularity on 22 July 2019.

47. An investigation into the matter by the departmental investigation committee was concluded during the 2017-18 financial year. The accounting officer aimed to recover the money during the 2019-20 financial year.

48. The department quantified the cost incurred for remedial work to be R2,777 million, as disclosed in note 26 to the financial statements. Subsequently, on 28 January 2020, the accounting officer issued a letter of demand for the cost of

remedial work. The contractor acknowledged receipt of the letter of demand on 4 February 2020. This was followed up by another letter of demand on 20 March 2020, to which the contractor responded on 30 March 2020 stating that they were not liable for the amount and that they were not in a position to incur the cost, but confirmed their commitment to resolve the matter. A facilitator was appointed on 28 July 2020 to mediate between the parties per the dispute resolution clause included in the signed memorandum of agreement. The department had meetings with the facilitator on 14 and 17 September 2020, as well as a joint meeting with the contractor on 18 September 2020.

49. I will follow up on the implementation of the planned actions during my next audit.

Other reports

50. I draw attention to the following engagements conducted by various parties that had, or could have, an impact on the matters reported in the department's financial statements, reported performance information, compliance with applicable legislation and other related matters. These reports did not form part of my opinion on the financial statements or my findings on the reported performance information or compliance with legislation.

51. The investigation by the special investigation unit into 10 infrastructure projects in the Free State was completed during the period. These investigations related mainly to allegations of procurement or contracting of goods and services by or on behalf of an implementing agent appointed by the department to build schools. The outcome of the investigation was received by the department on 3 September 2019.

52. As at 31 March 2020, the previous year's Kha Ri Gude project was under investigation by the Hawks. This investigation related mainly to allegations of irregular payment of stipends to volunteer educators on the project. The investigations were still in progress at the time of this report.

Auditor-General

Pretoria

30 September 2020

AUDITOR-GENERAL
SOUTH AFRICA

Auditing to build public confidence

Annexure – Auditor-general's responsibility for the audit

1. As part of an audit in accordance with the ISAs, I exercise professional judgement and maintain professional scepticism throughout my audit of the financial statements and the procedures performed on reported performance information for selected programmes and on the department's compliance with respect to the selected subject matters.

Financial statements

2. In addition to my responsibility for the audit of the financial statements as described in this auditor's report, I also:

   - identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error; design and perform audit procedures responsive to those risks; and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control
   - obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the department's internal control
   - evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the accounting officer
   - conclude on the appropriateness of the accounting officer's use of the going concern basis of accounting in the preparation of the financial statements. I also conclude, based on the audit evidence obtained, whether a material uncertainty exists relating to events or conditions that may cast significant doubt on the ability of the Department of Basic Education to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements about the material uncertainty or, if such disclosures are inadequate, to modify my opinion on the financial statements. My conclusions are based on the information available to me at the date of this auditor's report. However, future events or conditions may cause a department to cease operating as a going concern
   - evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Communication with those charged with governance

3. I communicate with the accounting officer regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

4. I also confirm to the accounting officer that I have complied with relevant ethical requirements regarding independence, and communicate all relationships and other matters that may reasonably be thought to have a bearing on my independence and, where applicable, actions taken to eliminate threats or safeguards applied.

2. ANNUAL FINANCIAL STATEMENTS

Appropriation per programme									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Programme									
1. Administration	518 342	-	-	518 342	509 389	8 953	98.3%	476 565	471 919
2. Curriculum Policy, Support and Monitoring	1 996 156	-	(51 650)	1 944 506	1 880 880	63 626	96.7%	1 861 689	1 802 191
3. Teachers, Education Human Resources and Institutional Development	1 368 888	-	15 000	1 383 888	1 367 945	15 943	98.8%	1 307 146	1 297 611
4. Planning, Information and Assessment	13 070 056	-	36 650	13 106 706	12 586 411	520 295	96.0%	12 943 527	12 734 639
5. Educational Enrichment Services	7 511 089	-	-	7 511 089	7 506 938	4 151	99.9%	7 110 656	7 108 407
TOTAL	**24 464 531**	**-**	**-**	**24 464 531**	**23 851 563**	**612 968**	**97.5%**	**23 699 583**	**23 414 767**
Reconciliation with Statements of Financial Performance									
ADD:									
Departmental receipts				**15 710**				10 301	
NRF receipts				**-**				-	
Aid assistance				**-**				29 150	
Actual amounts per statement of financial performance (total revenue)				**24 480 241**				**23 739 034**	
ADD:									
Aid assistance					20 083				22 710
Prior year unauthorised expenditure approved without funding									
Actual amounts per statement of financial performance (total expenditure)					**23 871 646**				**23 437 477**

Appropriation per economic classification									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	**2 635 218**	**(4 998)**	**(36 650)**	**2 593 570**	**2 528 197**	**65 373**	**97.5%**	**2 425 848**	**2 430 481**
Compensation of employees	546 751	-	-	546 751	521 576	25 175	95.4%	510 590	491 220
Salaries and wages	484 794	5 700	-	490 494	468 405	22 089	95.5%	462 492	445 791
Social contributions	61 957	(5 700)	-	56 257	53 171	3 086	94.5%	48 098	45 429
Goods and services	2 044 910	(12 069)	(36 650)	1 996 191	1 955 994	40 197	98.0%	1 864 862	1 893 845
Administrative fees	8 751	5 807	-	14 558	14 011	547	96.2%	15 420	18 862
Advertising	30 667	(25 902)	-	4 765	4 692	73	98.5%	15 172	8 157
Minor assets	2 559	(1 519)	-	1 040	815	225	78.4%	9 417	338
Audit costs: External	34 090	(9 324)	-	24 766	21 032	3 734	84.9%	18 348	21 781
Bursaries: Employees	460	70	-	530	529	1	99.8%	327	326
Catering: Departmental activities	20 674	5 657	-	26 331	22 686	3 645	86.2%	29 266	25 745
Communication	6 897	87	-	6 984	6 573	411	94.1%	6 510	5 892
Computer services	78 031	5 243	-	83 274	79 113	4 161	95.0%	94 990	89 626
Consultants: Business and advisory services	234 930	28 640	-	263 570	287 003	(23 433)	108.9%	154 227	255 793
Legal services	11 972	889	-	12 861	12 860	1	100.0%	1 459	1 459
Contractors	4 584	(3 169)	-	1 415	1 155	260	81.6%	1 391	1 284
Agency and support / outsourced services	24 712	6 603	-	31 315	30 377	938	97.0%	17 034	17 072
Entertainment	390	(234)	-	156	152	4	97.4%	27	25
Fleet services	1 198	1 691	-	2 889	2 637	252	91.3%	2 381	2 457
Inventory: Clothing material and accessories	45	(45)	-	-	-	-	-	-	-
Inventory: Farming supplies	51	(51)	-	-	-	-	-	-	-
Inventory: Learner and teacher support material	1 159 922	(50 452)	(51 650)	1 057 820	1 044 797	13 023	98.8%	1 099 521	1 056 344
Inventory: Materials and supplies	62	(62)	-	-	-	-	-	-	-
Inventory: Other supplies	5 084	5 184	-	10 268	9 617	651	93.7%	1 065	10 714
Consumable supplies	1 083	441	-	1 524	1 391	133	91.3%	2 184	2 130

Appropriation per economic classification									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Consumable: Stationery, printing and office supplies	50 552	(15 973)	-	34 579	27 840	6 739	80.5%	7 368	5 690
Operating leases	4 088	(981)	-	3 107	1 303	1 804	41.9%	3 068	1 164
Property payments	151 781	(994)	-	150 787	148 738	2 049	98.6%	139 320	140 348
Travel and subsistence	155 244	30 307	-	185 551	166 831	18 720	89.9%	172 546	154 926
Training and development	4 674	(3 495)	15 000	16 179	15 910	269	98.3%	9 869	9 824
Operating payments	17 120	19 266	-	36 386	33 166	3 220	91.2%	34 771	32 969
Venues and facilities	30 772	(12 917)	-	17 855	15 489	2 366	86.7%	24 567	24 664
Rental and hiring	4 517	3 164	-	7 681	7 277	404	94.7%	4 614	6 255
Interest and rent on land	**43 557**	**7 071**	**-**	**50 628**	**50 627**	**1**	**100.0%**	**50 396**	**45 416**
Interest (ink, interest on unitary payments (PPP)	43 557	7 071	-	50 628	50 627	1	100.0%	50 396	45 416
Rent on land	-	-	-	-	-	-	-	-	-
Transfers and subsidies	**20 083 007**	**2 680**	**36 650**	**20 122 337**	**20 110 535**	**11 802**	**99.9%**	**19 129 740**	**19 123 421**
Provinces and municipalities	18 569 231	-	-	18 569 231	18 560 771	8 460	100.0%	17 696 148	17 690 158
Provinces	18 569 231	-	-	18 569 231	18 560 771	8 460	100.0%	17 696 148	17 690 158
Provincial Revenue Funds	18 569 231	-	-	18 569 231	18 560 771	8 460	100.0%	17 696 148	17 690 158
Departmental agencies and accounts	155 063	-	-	155 063	155 063	-	100.0%	144 960	144 960
Departmental agencies and accounts	155 063	-	-	155 063	155 063	-	100.0%	144 960	144 960
Foreign governments and international organisations	20 111	-	-	20 111	16 522	3589	82.2%	14 374	14 374
Non-profit institutions	112 014	-	36 650	148 664	148 664	-	100.0%	112 129	112 129
Households	1 226 588	2 680	-	1 229 268	1 229 515	(247)	100.0%	1 162 129	1 161 800
Social benefits	2 317	2 680	-	4 997	5 244	(247)	104.9%	2 777	2 448
Other transfers to households	1 224 271	-	-	1 224 271	1 224 271	-	100.0%	1 159 352	1 159 352

Appropriation per economic classification									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Payments for capital assets	**1 746 242**	**2 144**	**-**	**1 748 386**	**1 212 591**	**535 795**	**69.4%**	**2 143 633**	**1 860 436**
Buildings and other fixed structures	1 739 463	(150)	-	1 739 313	1 202 485	536 828	69.1%	2 129 753	1 842 828
Buildings	1 739 463	(150)	-	1 739 313	1 202 485	536 828	69.1%	2 129 753	1 842 828
Other fixed structures	-	-	-	-	-	-	-		
Machinery and equipment	6 444	1 826	-	8 270	6 631	1 639	80.2%	7 387	7 396
Transport equipment	-	-	-	-	-	-	-	943	1 016
Other machinery and equipment	6 444	1 826	-	8 270	6 631	1 639	80.2%	6 444	6 380
Intangible assets	335	468	-	803	3 475	(2 672)	432.8%	6 493	10 212
Payments for financial assets	**64**	**174**	**-**	**238**	**240**	**(2)**	**100.8%**	**362**	**429**
Total	**24 464 531**	**-**	**-**	**24 464 531**	**23 851 563**	**612 968**	**97.5%**	**23 699 583**	**23 414 767**

Programme 1: Administration									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub-programme									
1. Ministry	38 059	5 930	-	43 989	43 786	203	99.5%	34 542	34 738
2. Departmental Management	92 686	7 868	-	100 554	99 120	1 434	98.6%	98 560	99 238
3. Corporate Services	82 276	(2 231)	-	80 045	78 234	1 811	97.7%	67 430	67 206
4. Office of the Chief Financial Officer	88 287	(8 831)	-	79 456	78 301	1 155	98.5%	68 396	68 326
5. Internal Audit	7 847	-	-	7 847	6 253	1 594	79.7%	6 682	6 629
6. Office Accommodation	209 187	(2 736)	-	206 451	203 695	2 756	98.7%	200 955	195 782
Total for sub-programmes	**518 342**	**-**	**-**	**518 342**	**509 389**	**8 953**	**98.3%**	**476 565**	**471 919**

Programme 1: Administration									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	**501 435**	**(2 389)**	**-**	**499 046**	**491 193**	**7 853**	**98.4%**	**462 525**	**457 867**
Compensation of employees	192 973	(538)	-	192 435	190 611	1 824	99.1%	173 847	175 182
Salaries and wages	167 690	1 402	-	169 092	167 966	1 126	99.3%	154 354	155 885
Social contributions	25 283	(1 940)	-	23 343	22 645	698	97.0%	19 493	19 297
Goods and services	264 905	(1 851)	-	263 054	257 025	6 029	97.7%	238 282	238 106
Administrative fees	1 172	744	-	1 916	1 809	107	94.4%	2 318	2 343
Advertising	918	(155)	-	763	762	1	99.9%	214	214
Minor assets	1 933	(1 744)	-	189	155	34	82.0%	327	155
Audit costs: External	25 205	(9 155)	-	16 050	15 644	406	97.5%	14 348	14 347
Bursaries: Employees	450	80	-	530	529	1	99.8%	327	326
Catering: Departmental activities	2 364	4 101	-	6 465	6 403	62	99.0%	7 240	7 267
Communication	2 882	826	-	3 708	3 669	39	98.9%	3 460	3 438
Computer services	24 854	(3 560)	-	21 294	21 088	206	99.0%	26 082	26 183
Consultants: Business and advisory services	742	1 263	-	2 005	940	1 065	46.9%	6 575	6 510
Legal services	11 972	889	-	12 861	12 860	1	100.0%	1 459	1 459
Contractors	732	303	-	1 035	877	158	84.7%	175	160
Agency and support / outsourced services	624	(453)	-	171	171	-	100.0%	161	157
Entertainment	390	(243)	-	147	145	2	98.6%	26	25
Fleet services	1 129	1 629	-	2 758	2 521	237	91.4%	2 281	2 359
Inventory: Learner and teacher support material	-	-	-	-	-	-	-	21	14
Inventory: Clothing material	45	(45)	-	-	-	-	-	-	-
Inventory: farming supplies	51	(51)	-	-	-	-	-	-	-
Inventory: Materials and supplies	62	(62)	-	-	-	-	-	-	-
Inventory: Other supplies	84	(84)	-	-	-	-	-	-	-
Consumable supplies	721	52	-	773	723	50	93.5%	645	431

Programme 1: Administration									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Consumable: Stationery, printing and office supplies	3 385	492	-	3 877	3 557	320	91.7%	2 429	2 863
Operating leases	1 999	(1 182)	-	817	709	108	86.8%	1 277	610
Property payments	151 781	(994)	-	150 787	148 738	2 049	98.6%	139 320	140 347
Travel and subsistence	23 639	5 178	-	28 817	28 029	788	97.3%	22 240	21 386
Training and development	1 928	(723)	-	1 205	1 156	49	95.9%	1 296	1 254
Operating payments	1 479	448	-	1 927	1 821	106	94.5%	1 091	1 076
Venues and facilities	3 546	(947)	-	2 599	2 376	(223)	91.4%	2 498	2 477
Rental and hiring	818	1 542	-	2 360	2 343	17	99.3%	2 472	2 705
Interest and rent on land	43 557	-	-	43 557	43 557	-	100.0%	50 396	44 579
Interest (incl. interest on unitary payments (PPP))	43 557	-	-	43 557	43 557	-	100.0%	50 396	44 579
Rent on land	-	-	-	-	-	-	-	-	-
Transfers and subsidies	**2 545**	**734**	**-**	**3 279**	**3 273**	**6**	**99.8%**	**884**	**891**
Provinces and municipalities	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	429	-	-	429	429	-	100.0%	417	417
Departmental agencies	429	-	-	429	429	-	100.0%	417	417
Households	2 116	734	-	2 850	2 844	6	99.8%	467	474
Social benefits	2 116	734	-	2 850	2 844	6	99.8%	467	474
Payments for capital assets	**14 360**	**1 613**	**-**	**15 973**	**14 880**	**1 093**	**93.2%**	**12 921**	**12 929**
Buildings and other fixed structures	9 981	(150)	-	9 831	9 980	(149)	101.5%	8 962	8 958
Buildings	9 981	(150)	-	9 831	9 980	(149)	101.5%	8 962	8 958
Machinery and equipment	4 044	1 628	-	5 672	4 464	1 208	78.7%	3 959	3 971
Transport equipment	-	-	-	-	-	-	-	943	1 016
Other machinery and equipment	4 044	1 628	-	5 672	4 464	1 208	78.7%	3 016	2 955
Intangible assets	335	135	-	470	436	34	92.8	-	-
Payments for financial assets	**2**	**42**	**-**	**44**	**43**	**1**	**97.7%**	**235**	**232**
Total	**518 342**	**-**	**-**	**518 342**	**509 389**	**8 953**	**98.3%**	**476 565**	**471 919**

1.1 Ministry									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**35 817**	**5 788**	**-**	**41 605**	**41 413**	**192**	**99.5%**	**33 356**	**33 553**
Compensation of employees	25 272	(790)	-	24 482	24 379	103	99.6%	20 877	20 781
Goods and services	10 545	6 578	-	17 123	17 034	89	99.5%	12 479	12 772
Transfers and subsidies	**1 984**	**41**	**-**	**2 025**	**2 024**	**1**	**100.0%**	**63**	**63**
Households	1 984	41	-	2 025	2 024	1	100.0%	63	63
Payments for capital assets	**258**	**59**	**-**	**317**	**308**	**9**	**97.2%**	**1 121**	**1 120**
Machinery and equipment	258	59	-	317	308	9	97.2%	1 121	1 120
Payments for financial assets	**-**	**42**	**-**	**42**	**41**	**1**	**97.6%**	**2**	**2**
Total	**38 059**	**5 930**	**-**	**43 989**	**43 786**	**203**	**99.5%**	**34 542**	**34 738**

1.2 Departmental Management									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**92 194**	**7 618**	**-**	**99 812**	**98 409**	**1 403**	**98.6%**	**97 635**	**98 308**
Compensation of employees	69 852	240	-	70 092	69 798	294	99.6%	66 173	67 811
Goods and services	22 342	7 378	-	29 720	28 611	1 109	96.3%	31 462	30 497
Interest and rent on land	-	-	-		-		-		-
Transfers and subsidies	**22**	**52**	**-**	**74**	**71**	**3**	**95.9%**	**220**	**228**
Households	22	52	-	74	71	3	95.9%	220	228
Payments for capital assets	**468**	**198**	**-**	**666**	**638**	**28**	**95.8%**	**655**	**654**
Machinery and equipment	468	198	-	666	638	28	95.8%	655	654
Payments for financial assets	**2**	**-**	**-**	**2**	**2**	**-**	**100.0%**	**50**	**48**
Total	**92 686**	**7 868**	**-**	**100 554**	**99 120**	**(1 434)**	**98.6%**	**98 560**	**99 238**

1.3 Corporate Services									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**80 837**	**(3 828)**	**-**	**77 009**	**75 203**	**1 806**	**97.7%**	**66 398**	**66 176**
Compensation of employees	36 101	(86)	-	36 015	35 856	159	99.6%	33 526	33 388
Goods and services	44 736	(3 742)	-	40 994	39 347	1 647	96.0%	32 872	32 788
Interest and rent on land									
Transfers and subsidies	**429**	**88**	**-**	**517**	**517**	**-**	**100.0%**	**417**	**417**
Departmental agencies and accounts	429	-	-	429	429	-	100.0%	417	417
Households	-	88	-	88	88	-	100.0%	-	-
Payments for capital assets	**1 010**	**1 509**	**-**	**2 519**	**2 514**	**5**	**99.8%**	**615**	**613**
Machinery and equipment	1 010	1 509	-	2 519	2 514	5	99.8%	615	613
Total	**82 276**	**(2 231)**	**-**	**80 045**	**78 234**	**1 811**	**97.7%**	**67 430**	**67 206**

1.4 Office of the Chief Financial Officer									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**87 484**	**(9 372)**	**-**	**78 112**	**77 285**	**827**	**98.9%**	**67 990**	**67 912**
Compensation of employees	55 716	98	-	55 814	55 136	678	98.8%	48 081	48 034
Goods and services	31 768	(9 470)	-	22 298	22 149	149	99.3%	19 909	19 878
Transfers and subsidies	**110**	**544**	**-**	**654**	**652**	**2**	**99.7%**	**143**	**143**
Households	110	544	-	654	652	2	99.7%	143	143
Payments for capital assets	**693**	**(3)**	**-**	**690**	**364**	**326**	**52.8%**	**257**	**266**
Machinery and equipment	558	132	-	690	364	326	52.8%	257	266
Software and other Intangible assets	135	(135)	-	-	-	-	-	-	-
Payments for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**6**	**5**
Total	**88 287**	**(8 831)**	**-**	**79 456**	**78 301**	**1 155**	**98.5%**	**68 396**	**68 326**

1.5 Internal Audit									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**7 765**	**(9)**	**-**	**7 756**	**6 210**	**1 546**	**80.1%**	**6 432**	**6 380**
Compensation of employees	6 032	-	-	6 032	5 442	590	90.2%	5 190	5 168
Goods and services	1 733	(9)	-	1 724	768	956	44.5%	1 242	1 212
Interest and rent on land	-	-							
Transfers and subsidies	**-**	**9**	**-**	**9**	**9**	**-**	**100.0%**	**41**	**40**
Households	-	9	-	9	9	-	100.0%	41	40
Payments for capital assets	**82**	**-**	**-**	**82**	**34**	**48**	**41.5%**	**32**	**32**
Buildings and other fixed structures									
Machinery and equipment	-	50	-	50	34	16	68.0%	32	32
Software and other Intangible assets	82	(50)	-	32	-	32	-	-	-
Payments for financial assets	-	-	-	-	-	-	-	177	177
Total	**7 847**	**-**	**-**	**7 847**	**6 253**	**1 594**	**79.7%**	**6 682**	**6 629**

1.6 Office Accommodation									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**197 338**	**(2 586)**	**-**	**194 752**	**192 673**	**2 079**	**98.9%**	**190 714**	**185 538**
Goods and services	153 781	(2 586)	-	151 195	149 116	2 079	98.6%	140 318	140 959
Interest and rent on land	43 557	-	-	43 557	43 557	-	100.0%	50 396	44 579
Payments for capital assets	**11 849**	**(150)**	**-**	**11 699**	**11 022**	**677**	**94.2%**	**10 241**	**10 244**
Buildings and other fixed structures	9 981	(150)	-	9 831	9 980	(149)	101.5%	8 962	8 958
Machinery and equipment	1 750	(320)	-	1 430	606	824	42.4%	1 279	1 286
Software and other Intangible assets	118	320	-	438	436	2	99.5%	-	-
Total	**209 187**	**(2 736)**	**-**	**206 451**	**203 695**	**2 756**	**98.7%**	**200 955**	**195 782**

Programme 2: Curriculum Policy, Support and Monitoring									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub-programme									
1. Programme Management: Curriculum Policy, Support and Monitoring	2 835	645	-	3 480	3 405	75	97.8%	3 425	3 205
2. Curriculum Implementation and Monitoring	381 977	(6 109)	-	375 868	361 183	14 685	96.1%	319 583	313 089
3. Curriculum and Quality Enhancement Programmes	1 611 344	5 464	(51 650)	1 565 158	1 516 292	48 866	96.9%	1 533 780	1 480 999
4. Kha Ri Gude Literacy Project	-	-	-	-	-	-		4 901	4 898
Total for sub-programmes	**1 996 156**	**-**	**(51 650)**	**1 944 506**	**1 880 880**	**63 626**	**96.7%**	**1 861 689**	**1 802 191**

Programme 2: Curriculum Policy, Support and Monitoring									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	**1 382 828**	**(747)**	**(51 650)**	**1 330 431**	**1 275 325**	**55 106**	**95.9%**	**1 301 929**	**1 248 677**
Compensation of employees	98 947	538	-	99 485	86 319	13 166	86.8%	94 665	81 602
Salaries and wages	88 222	1 877	-	90 099	77 942	12 157	86.5%	86 730	74 441
Social contributions	10 725	(1 339)	-	9 386	8 377	1 009	89.2%	7 935	7 161
Goods and services	1 283 881	(1 285)	(51 650)	1 230 946	1 189 006	41 940	96.6%	1 207 264	1 167 075
Administrative fees	3 213	(61)	-	3 152	3 107	45	98.6%	1 209	4 358
Advertising	23 187	(23 128)	-	59	58	1	98.3%	6 901	5 280
Minor assets	317	(173)	-	144	89	55	61.8%	8 917	95
Audit costs: External	877	(847)	-	30	-	30	-	-	-
Catering: Departmental activities	2 312	2 482	-	4 794	4 651	143	97.0%	6 815	6 269
Communication	592	85	-	677	634	43	93.6%	607	467
Computer services	6 982	331	-	7 313	4 415	2 898	60.4%	3 757	3 210
Consultants: Business and advisory services	2 245	(218)	-	2 027	1 809	218	89.2%	2 180	2 924
Contractors	2 770	(2 766)	-	4	-	4	-	114	107
Agency and support / outsourced services	10 358	16 125	-	26 483	26 234	249	99.1%	13 050	12 863
Fleet services	-	2	-	2	1	1	50.0%	-	-
Inventory: Learner and teacher support material	1 156 582	(48 249)	(51 650)	1 056 683	1 044 366	12 317	98.8%	1 099 500	1 056 330
Inventory: Other supplies	5 000	4 411	-	9 411	8 760	651	93.1%	80	8 574
Consumable supplies	158	(25)	-	133	120	13	90.2%	690	685
Consumable: Stationery, printing and office supplies	21 201	4 378	-	25 579	21 173	4 406	82.8%	2 205	671
Operating leases	668	94	-	762	116	646	15.2%	107	116
Travel and subsistence	23 002	36 005	-	59 007	40 036	18 971	67.8%	31 518	33 247
Training and development	1 806	(692)	-	1 114	894	220	80.3%	300	352
Operating payments	5 527	19 285	-	24 812	23 791	1 012	95.9%	22 243	21 231
Venues and facilities	14 987	(9 194)	-	5 793	5 788	5	99.9%	6 199	8 013
Rental and hiring	2 097	870	-	2 967	2 964	3	99.9%	872	2 283

Programme 2: Curriculum Policy, Support and Monitoring									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	**612 348**	**676**	**-**	**613 024**	**604 617**	**8 407**	**98.6%**	**558 369**	**552 377**
Provinces and municipalities	**612 087**	-	-	612 087	603 627	8 460	98.6%	557 271	551 281
Provinces	612 087	-	-	612 087	603 627	8 460	98.6%	557 271	551 281
Provincial Revenue Funds	612 087	-	-	612 087	603 627	8 460	98.6%	557 271	551 281
Foreign governments and international organisations	186	-	-	186	173	13	93.0%	136	136
Households	75	676	-	751	817	(66)	108.8%	962	960
Social benefits	75	676	-	751	817	(66)	108.8%	962	960
Payments for capital assets	**980**	**71**	**-**	**1 051**	**933**	**118**	**88.8%**	**1 373**	**1 120**
Machinery and equipment	980	71	-	1 051	933	118	88.8%	1 173	1 120
Transport equipment	-	-	-	-	-			-	-
Other machinery and equipment	980	71	-	1 051	933	118	88.8%	1 173	1 120
Software and other Intangible assets	-	-	-	-	-	-	-	200	-
Payments for financial assets	**-**	**-**	**-**	**-**	5	(5)	**-**	**18**	**17**
Total	**1 996 156**	**-**	**(51 650)**	**1 944 506**	**1 880 880**	**63 626**	**96.7%**	**1 861 689**	**1 802 191**

2.1: PROGRAMME MANAGEMENT: CURRICULUM POLICY, SUPPORT AND MONITORING									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**2 800**	**649**	**-**	**3 449**	**3 375**	**74**	**97.9%**	**3 392**	**3 173**
Compensation of employees	2 444	300	-	2 744	2 698	46	98.3%	2 240	2 054
Goods and services	356	349	-	705	677	28	96.0%	1 152	1 119
Payments for capital assets	**35**	**(4)**	**-**	**31**	**30**	**1**	**96.8%**	**32**	**31**
Machinery and equipment	35	(4)	-	31	30	1	96.8%	32	31
Other machinery and equipment	-	-	-	-	-	-	-	32	31
Payment for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1**	**1**
Total	**2 835**	**645**	**-**	**3 480**	**3 405**	**75**	**97.8%**	**3 425**	**3 205**

2.2 CURRICULUM IMPLEMENTATION AND MONITORING									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**160 368**	**(6 681)**	**-**	**153 687**	**147 344**	**6 343**	**95.9%**	**130 951**	**130 916**
Compensation of employees	54 458	(6 601)	-	47 857	47 271	586	98.8%	44 448	44 489
Goods and services	105 910	(80)	-	105 830	100 073	5 757	94.6%	86 503	86 427
Transfers and subsidies	**221 046**	**572**	**-**	**221 618**	**213 212**	**8 406**	**96.2%**	**187 828**	**181 837**
Provinces and municipalities	220 785	-	-	220 785	212 325	8 460	96.2%	186 788	180 798
Foreign governments and international organisations	186	-	-	186	173	13	93.0%	136	136
Households	75	572	-	647	714	(67)	110.4%	904	903
Payments for capital assets	**563**	**-**	**-**	**563**	**622**	**(59)**	**110.5%**	**804**	**336**
Machinery and equipment	563	-	-	563	622	(59)	110.5%	804	336
Payments for financial assets	**-**	**-**	**-**	**-**	**5**	**(5)**	**-**	**-**	**-**
Total	**381 977**	**(6 109)**	**-**	**375 868**	**361 183**	**14 685**	**96.1%**	**319 583**	**313 089**

2.3: CURRICULUM AND QUALITY ENHANCEMENT PROGRAMME									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**1 219 660**	**5 285**	**(51 650)**	**1 173 295**	**1 124 606**	**48 689**	**95.9%**	**1 162 685**	**1 109 690**
Compensation of employees	42 045	6 839	-	48 884	36 350	12 534	74.4%	45 926	33 008
Goods and services	1 177 615	(1 554)	(51 650)	1 124 411	1 088 256	36 155	96.8%	1 116 759	1 076 682
Transfers and subsidies	**391 302**	**104**	**-**	**391 406**	**391 405**	**1**	**100.0%**	**370 541**	**370 540**
Provinces and municipalities	391 302	-	-	391 302	391 302	-	100.0%	370 483	370 483
Households	-	104	-	104	103	1	99.0%	58	57
Payments for capital assets	**382**	**75**	**-**	**457**	**281**	**176**	**61.5%**	**537**	**753**
Machinery and equipment	382	75	-	457	281	176	61.5%	337	753
Intangible assets	-	-	-	-	-	-	-	200	-
Payments for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**17**	**16**
Total	**1 611 344**	**5 464**	**(51 650)**	**1 565 158**	**1 516 292**	**48 866**	**96.9%**	**1 533 780**	**1 480 999**

2.4: KHA RI GUDE LITERACY PROJECT									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**4 901**	**4 898**
Compensation of employees	-	-	-	-	-	-	-	2 051	2 051
Goods and services	-	-	-	-	-	-	-	2 850	2 847
Total	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**4 901**	**4 898**

Programme 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub-programme									
1. Programme Management: Teachers, Education Human Resources and Institutional Development	1 973	228	-	2 201	1 993	208	90.5%	2 073	2 001
2. Education Human Resources Management	62 926	(287)	-	62 639	55 828	6 811	89.1%	59 743	54 456
3. Education Human Resources Development	1 286 747	(1 539)	15 000	1 300 208	1 294 055	6 153	99.5%	1 228 287	1 226 237
4. Curriculum and Professional Development Unit	17 242	1 598	-	18 840	16 069	2 771	85.3%	17 043	14 917
Total for sub-programmes	**1 368 888**	**-**	**15 000**	**1 383 888**	**1 367 945**	**15 943**	**98.8%**	**1 307 146**	**1 297 611**

Programme 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	**107 661**	**(577)**	**15 000**	**122 084**	**109 029**	**13 055**	**89.3%**	**119 207**	**109 676**
Compensation of employees	75 246	-	-	75 246	67 687	7 559	90.0%	69 153	63 760
Salaries and wages	67 875	(478)	-	67 397	60 839	6 558	90.3%	63 048	58 515
Social contributions	7 371	478	-	7 849	6 848	1 001	87.2%	6 105	5 245
Goods and services	32 415	(577)	15 000	46 838	41 342	5 496	88.3%	50 054	45 916
Administrative fees	451	760	-	1 211	1 155	56	95.4%	1 892	2 127
Advertising	372	2 833	-	3 205	3 144	61	98.1%	2 140	2 139
Minor assets	138	(67)	-	71	18	53	25.4%	59	18
Catering: Departmental activities	1 775	944	-	2 719	2 392	327	88.0%	4 079	2 859
Communication	457	(34)	-	423	286	137	67.6%	377	314
Computer services	1 293	105	-	1 398	1 396	2	99.9%	2 864	2 255
Consultants: Business and advisory services	-	-	-	-	-	-	-	316	316
Contractors	57	(26)	-	31	-	31	-	867	860
Agency and support / outsourced services	1 349	(765)	-	584	16	568	2.7%	420	420
Consumable supplies	70	(32)	-	38	21	17	55.3%	41	24
Consumable: Stationery, printing and office supplies	1 207	(312)	-	895	697	198	77.9%	624	518
Operating leases	151	(23)	-	128	75	53	58.6%	85	42
Travel and subsistence	17 862	823	-	18 685	15 217	3 468	81.4%	19 010	17 069
Training and development	640	(2 016)	15 000	13 624	13 624	-	100.0%	7 706	7 684
Operating payments	113	669	-	782	694	88	88.7%	2 550	2 524
Venues and facilities	6 480	(3 677)	-	2 803	2 369	434	84.5%	6 884	6 619
Rental and hiring	-	241	-	241	238	3	98.8%	140	128

Programme 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	**1 260 766**	**486**	**-**	**1 261 252**	**1 258 569**	**2 683**	**99.8%**	**1 187 535**	**1 187 532**
Departmental agencies and accounts	20 000	-	-	20 000	20 000	-	100.0%	16 000	16 000
Departmental agencies	20 000	-	-	20 000	20 000	-	100.0%	16 000	16 000
Higher education institutions									
Foreign governments and international organisations	16 445	-	-	16 445	13 762	2 683	83.7%	11 570	11 570
Households	1 224 321	486	-	1 224 807	1 224 807	-	100.0%	1 159 965	1 159 962
Social benefits	50	486	-	536	536	-	100.0%	617	614
Other transfers to households	1 224 271	-	-	1 224 271	1 224 271	-	100.0%	1 159 348	1 159 348
Payments for capital assets	**401**	**127**	**-**	**528**	**324**	**204**	**61.4%**	**362**	**361**
Machinery and equipment	401	127	-	528	324	204	61.4%	362	361
Other machinery and equipment	401	127	-	528	324	204	61.4%	362	361
Payments for financial assets	**60**	**(36)**	**-**	**24**	**23**	**1**	**95.8%**	**42**	**42**
Total	**1 368 888**	**-**	**15 000**	**1 383 888**	**1 367 945**	**15 943**	**98.8%**	**1 307 146**	**1 297 611**

3.1: PROGRAMME MANAGEMENT: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	1 956	217	-	2 173	1 966	207	90.5%	2 056	1 984
Compensation of employees	1 563	228	-	1 791	1 788	3	99.8%	1 444	1 377
Goods and services	393	(11)	-	382	178	204	46.6%	612	607
Payments for capital assets	**17**	**11**	**-**	**28**	**27**	**1**	**96.4%**	**17**	**17**
Machinery and equipment	17	11	-	28	27	1	96.4%	17	17
Total	**1 973**	**228**	**-**	**2 201**	**1 993**	**208**	**90.5%**	**2 073**	**2 001**

3.2: PROGRAMME MANAGEMENT: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**46 299**	**(809)**	**-**	**45 490**	**41 368**	**4 122**	**90.9%**	**47 929**	**42 643**
Compensation of employees	37 348	(234)	-	37 114	33 335	3 779	89.8%	36 795	34 322
Goods and services	8 951	(575)	-	8 376	8 033	343	95.9%	11 134	8 321
Transfers and subsidies	**16 445**	**486**	**-**	**16 931**	**14 248**	**2 683**	**84.2%**	**11 673**	**11 672**
Foreign governments and international organisations	16 446	-	-	16 445	13 762	2 683	83.7%	11 570	11 570
Households	-	486	-	486	486	-	100.0%	103	102
Payments for capital assets	**122**	**74**	**-**	**196**	**191**	**5**	**97.4%**	**106**	**107**
Machinery and equipment	122	74	-	196	191	5	97.4%	106	107
Payments for financial assets	**60**	**(38)**	**-**	**22**	**21**	**1**	**95.5%**	**35**	**34**
Total	**62 926**	**(287)**	**-**	**62 639**	**55 828**	**6 811**	**89.1%**	**59 743**	**54 456**

3.3: EDUCATION HUMAN RESOURCES DEVELOPMENT									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**42 293**	**(1 583)**	**15 000**	**55 710**	**49 626**	**6 084**	**89.1%**	**52 217**	**50 171**
Compensation of employees	27 345	(979)	-	26 366	23 858	2 508	90.5%	22 953	21 933
Goods and services	14 948	(604)	15 000	29 344	25 768	3 576	87.8%	29 264	28 238
Transfers and subsidies	**1 244 321**	**-**	**-**	**1 244 321**	**1 244 321**	**0**	**100.0%**	**1 175 855**	**1 175 854**
Departmental agencies and accounts	20 000	-	-	20 000	20 000	-	100.0%	16 000	16 000
Households	1 224 321	-	-	1 224 321	1 224 321	-	100.0%	1 159 855	1 159 854
Payments for capital assets	133	42	-	175	106	69	60.8%	213	211
Machinery and equipment	133	42	-	175	106	69	60.8%	213	211
Payments for financial assets	-	2	-	2	2	-	100.0%	2	1
Total	**1 286 747**	**(1 539)**	**15 000**	**1 300 208**	**1 294 055**	**6 153**	**99.5%**	**1 228 287**	**1 226 237**

3.4: CURRICULUM AND PROFESSIONAL DEVELOPMENT UNIT									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	17 113	1 598	-	18 711	16 069	2 642	85.9%	17 005	14 878
Compensation of employees	8 990	985	-	9 975	8 706	1 269	87.3%	7 961	6 128
Goods and services	8 123	613	-	8 736	7 363	1 373	84.3%	9 044	8 750
Transfers and subsidies	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**7**	**6**
Households	-	-	-	-	-	-	-	7	6
Payments for capital assets	129	-	-	129	-	129	-	26	26
Machinery and equipment	129	-	-	129	-	129	-	26	26
Payments for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**5**	**7**
Total	**17 242**	**1 598**	**-**	**18 840**	**16 069**	**2 771**	**85.3%**	**17 043**	**14 917**

Programme 4: PLANNING, INFORMATION AND ASSESSMENT									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub-programme									
1. Programme Management: Planning, Information and Assessment	3 356	2 160	-	5 516	5 448	68	98.8%	3 490	3 449
2. Financial Planning, Information and Management Systems	50 131	(2 449)	-	47 682	42 901	4 781	90.0%	49 745	49 315
3. School Infrastructure	12 505 910	7 364	-	12 513 274	12 001 059	512 215	95.9%	12 387 956	12 193 340
4. National Assessments and Public Examinations	349 878	(8 134)	-	341 744	343 487	(1 743)	100.5%	343 170	331 015
5. National Education Evaluation and Development Unit	19 300	(356)	-	18 944	15 955	2 989	84.2%	20 169	20 114
6. Planning and Delivery Oversight Unit	141 481	1 415	36 650	179 546	177 561	1 985	98.9%	138 997	137 406
Total for sub-programmes	**13 070 056**	**-**	**36 650**	**13 106 706**	**12 586 411**	**520 295**	**96.0%**	**12 943 527**	**12 734 639**

Programme 4: PLANNING, INFORMATION AND ASSESSMENT									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	**575 386**	**(1 283)**	**-**	**574 103**	**588 687**	**(14 584)**	**102.5%**	**477 580**	**551 669**
Compensation of employees	133 601	-	-	133 601	133 362	239	99.8%	131 748	130 690
Salaries and wages	119 620	3 011	-	122 631	122 646	(15)	100.0%	121 311	120 868
Social contributions	13 981	(3 011)	-	10 970	10 716	254	97.7%	10 437	9 822
Goods and services	441 785	(8 354)	-	433 431	448 255	(14 824)	103.4%	345 832	420 142
Administrative fees	3 246	3 926	-	7 172	6 848	324	95.5%	8 809	8 813
Advertising	6 190	(5 836)	-	354	345	9	97.5%	5 830	437
Minor assets	128	491	-	619	538	81	86.9%	53	39
Audit costs: External	8 008	678	-	8 686	5 388	3 298	62.0%	4 000	7 434
Catering: Departmental activities	12 696	(3 808)	-	8 888	5 787	3 101	65.1%	7 514	5 761
Communication	2 394	(563)	-	1 831	1 649	182	90.1%	1 385	1 012
Computer services	44 902	8 367	-	53 269	52 214	1 055	98.0%	62 269	57 961
Consultants: Business and advisory services	231 943	27 595	-	259 538	284 254	(24 716)	109.5%	145 156	246 043
Contractors	125	220	-	345	278	67	80.6%	235	157
Agency and support / outsourced services	12 170	(9 567)	-	2 603	2 484	119	95.4%	2 757	2 987
Entertainment	-	6	-	6	5	1	83.3%	-	-
Fleet services	69	60	-	129	115	14	89.1%	100	98
Inventory: Learner and teacher support material	2 000	(2 000)	-	-	-	-	-	-	-
Inventory: Other supplies	-	-	-	-	-	-	-	-	1 675
Consumable supplies	130	41	-	171	126	45	73.7%	192	212
Consumable: Stationery, printing and office supplies	23 895	(20 369)	-	3 526	2 015	1 511	57.1%	1 535	1 052
Operating leases	1 033	63	-	1 096	281	815	25.6%	1 395	331
Travel and subsistence	78 728	(8 946)	-	69 782	74 557	(4 775)	106.8%	89 453	73 482
Training and development	300	(64)	-	236	236	-	100.0%	567	534
Operating payments	7 952	(14)	-	7 938	5 940	1 998	74.8%	6 112	5 431
Venues and facilities	4 389	964	-	5 353	3 686	1 667	68.9%	7 483	5 680

Programme 4: PLANNING, INFORMATION AND ASSESSMENT									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Rental and hiring	1 487	402	-	1 889	1 509	380	79.9%	987	1 003
Interest and rent on land	-	7 071	-	7 071	7 070	1	100.0%	-	837
Interest	-	7 071	-	7 071	7 070	1	100.0%	-	837
Transfers and subsidies	**10 764 613**	**784**	**36 650**	**10 802 047**	**10 801 341**	**706**	**100.0%**	**10 337 233**	**10 337 231**
Provinces and municipalities	10 514 478	-	-	10 514 478	10 514 478	-	100.0%	10 093 563	10 093 563
Provinces	10 514 478	-	-	10 514 478	10 514 478	-	100.0%	10 093 563	10 093 563
Provincial Revenue Funds	10 514 478	-	-	10 514 478	10 514 478	-	100.0%	10 093 563	10 093 563
Departmental agencies and accounts	134 634	-	-	134 634	134 634	-	100.0%	128 543	128 543
Departmental agencies	134 634	-	-	134 634	134 634	-	100.0%	128 543	128 543
Foreign governments and international organisations	3 480	-	-	3 480	2 587	893	74.3%	2 668	2 668
Non-profit institutions	111 945	-	36 650	148 595	148 595	-	100.0%	112 064	112 064
Households	76	784	-	860	1 047	(187)	121.7%	395	393
Social benefits	76	784	-	860	1 047	(187)	121.7%	391	389
Other transfers to households	-	-	-	-	-	-	-	4	4
Payments for capital assets	**1 730 057**	**333**	**-**	**1 730 390**	**1 196 217**	**534 173**	**69.1%**	**2 128 650**	**1 845 645**
Buildings and other fixed structures	1 729 482	-	-	1 729 482	1 192 505	536 977	69.0%	2 120 791	1 833 870
Buildings	1 729 482	-	-	1 729 482	1 192 505	536 977	69.0%	2 120 791	1 833 870
Machinery and equipment	575	-	-	575	673	(98)	117.0%	1 566	1 563
Other machinery and equipment	575	-	-	575	673	(98)	117.0%	1 566	1 563
Intangible assets	-	333	-	333	3 039	(2 706)	912.6%	6 293	10 212
Payments for financial assets	**-**	**166**	**-**	**166**	**166**	**-**	**100.0%**	**64**	**94**
Total	**13 070 056**	**-**	**36 650**	**13 106 706**	**12 586 411**	**520 295**	**96.0%**	**12 943 527**	**12 734 639**

4.1 PROGRAMME MANAGEMENT, PLANNING, INFORMATION AND ASSESSMENT									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**3 336**	**2 160**	**-**	**5 496**	**5 448**	**48**	**99.1%**	**3 470**	**3 429**
Compensation of employees	2 976	400	-	3 376	3 354	22	99.3%	3 070	3 058
Goods and services	360	1 760	-	2 120	2 094	26	98.8%	400	371
Payments for capital assets	**20**	**-**	**-**	**20**	**-**	**20**	**-**	**20**	**20**
Machinery and equipment	20	-	-	20	-	20	-	20	20
Total	**3 356**	**2 160**	**-**	**5 516**	**5 448**	**68**	**98.8%**	**3 490**	**3 449**

4.2: FINANCIAL PLANNING, INFORMATION AND MANAGEMENT									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**49 810**	**(2 943)**	**-**	**46 867**	**42 222**	**4 645**	**90.1%**	**48 397**	**47 810**
Compensation of employees	22 167	(1 118)	-	21 049	21 037	12	99.9%	21 166	20 918
Goods and services	27 643	(1 825)	-	25 818	21 185	4 633	82.1%	27 231	26 892
Transfers and subsidies	**15**	**-**	**-**	**15**	**14**	**1**	**93.3%**	**4**	**2**
Households	15	-	-	15	14	1	93.3%	4	3
Payments for capital assets	**306**	**333**	**-**	**639**	**505**	**134**	**79.0%**	**1 340**	**1 496**
Machinery and equipment	306	-	-	306	172	134	56.2%	201	200
Intangible assets	-	333	-	333	333	-	100.0%	1 139	1 296
Payments for financial assets	-	161	-	161	160	1	99.4%	4	6
Total	**50 131**	**(2 449)**	**-**	**47 682**	**42 901**	**4 781**	**90.0%**	**49 745**	**49 315**

4.3: SCHOOL INFRASTRUCTURE									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**261 844**	**7 364**	**-**	**269 208**	**293 809**	**(24 601)**	**109.1%**	**173 534**	**265 832**
Compensation of employees	11 234	4 374	-	15 608	15 254	354	97.7%	10 635	11 586
Goods and services	250 610	(4 081)	-	246 529	271 485	(24 956)	110.1%	162 899	253 409
Interest and rent on land	-	7 071	-	7 071	7 070	1	100.0%	-	837
Transfers and subsidies	**10 514 539**	**-**	**-**	**10 514 539**	**10 514 538**	**1**	**100.0%**	**10 093 568**	**10 093 568**
Provinces and municipalities	10 514 478	-	-	10 514 478	10 514 478	-	100.0%	10 093 563	10 093 563
Households	61	-	-	61	60	1	98.4%	5	5
Payments for capital assets	**1 729 527**	**-**	**-**	**1 729 527**	**1 192 712**	**536 815**	**69.0%**	**2 120 838**	**1 833 917**
Buildings and other fixed structures	1 729 482	-	-	1 729 482	1 192 505	536 977	69.0%	2 120 791	1 833 870
Machinery and equipment	45	-	-	45	207	(162)	460.0%	47	47
Payments for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**16**	**23**
Total	**12 505 910**	**7 364**	**-**	**12 513 274**	**12 001 059**	**512 215**	**95.9%**	**12 387 956**	**12 193 340**

4.4: NATIONAL ASSESSMENTS AND PUBLIC EXAMINATIONS									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**211 764**	**(8 188)**	**-**	**203 576**	**203 055**	**521**	**99.7%**	**205 717**	**189 795**
Compensation of employees	65 523	(3 487)	-	62 036	61 889	147	99.8%	66 555	66 264
Goods and services	146 241	(4 701)	-	141 540	141 166	374	99.7%	139 162	123 531
Transfers and subsidies	**138 114**	**54**	**-**	**138 168**	**137 468**	**700**	**99.5%**	**131 226**	**131 226**
Departmental agencies and accounts	134 634	-	-	134 634	134 634	-	100.0%	128 543	128 543
Foreign governments and international organisations	3 480	-	-	3 480	2 587	893	74.3%	2 668	2 668
Households	-	54	-	54	247	(193)	457.4%	15	15
Payments for capital assets	**-**	**-**	**-**	**-**	**2 962**	**(2 962)**	**-**	**6 201**	**9 962**
Machinery and equipment	-	-	-	-	256	(256)	-	1 047	1 046
Intangible assets	-	-	-	-	2 706	(2 706)	-	5 154	8 916
Payments for financial assets	**-**	**-**	**-**	**-**	**2**	**(2)**	**-**	**26**	**32**
Total	**349 878**	**(8 134)**	**-**	**341 744**	**343 487**	**(1 743)**	**100.5%**	**343 170**	**331 015**

4.5 NATIONAL EDUCATION EVALUATION AND DEVELOPMENT									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	19 248	(356)	-	18 892	15 955	2 937	84.5%	19 652	19 599
Compensation of employees	13 119	344	-	13 463	13 442	21	99.8%	12 579	12 322
Goods and services	6 129	(700)	-	5 429	2 513	2 916	46.3%	7 073	7 277
Transfers and subsidies	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**335**	**335**
Households	-	-	-	-	-	-	-	335	335
Payments for capital assets	**52**	**-**	**-**	**52**	**-**	**52**	**-**	**180**	**179**
Machinery and equipment	52	-	-	52	-	52	-	180	179
Payments for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**2**	**1**
Total	**19 300**	**(356)**	**-**	**18 944**	**15 955**	**2 989**	**84.2%**	**20 169**	**20 114**

4.6 PLANNING AND DELIVERY OVERSIGHT UNIT									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**29 384**	**680**	**-**	**30 064**	**28 198**	**1 866**	**93.8%**	**26 810**	**25 204**
Compensation of employees	18 582	(513)	-	18 069	18 386	(317)	101.8%	17 743	16 542
Goods and services	10 802	1 193	-	11 995	9 812	2 183	81.8%	9 067	8 662
Transfers and subsidies	**111 945**	**730**	**36 650**	**149 325**	**149 321**	**4**	**100.0%**	**112 100**	**112 099**
Non-profit institutions	111 945	-	36 650	148 595	148 595	-	100.0%	112 064	112 064
Households	-	730	-	730	726	4	99.5%	36	35
Payments for capital assets	**152**	**-**	**-**	**152**	**38**	**114**	**25.0%**	**71**	**71**
Machinery and equipment	152		-	152	38	114	25.0%	71	71
Payments for financial assets	**-**	**5**	**-**	**5**	**4**	**1**	**80.0%**	**16**	**32**
Total	**141 481**	**1 415**	**36 650**	**179 546**	**177 561**	**1 985**	**98.9%**	**138 997**	**137 406**

Programme 5: EDUCATION ENRICHMENT SERVICES									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub-programme									
1. Programme Management: Education Enrichment Services	3 880	(489)	-	3 391	3 287	104	96.9%	3 752	3 343
2. Partnership in Education	33 344	(537)	-	32 807	31 213	1 594	95.1%	32 605	31 719
3. Care and Support in Schools	7 473 865	1 026	-	7 474 891	7 472 438	2 453	100.0%	7 074 299	7 073 345
Total for sub-programmes	**7 511 089**	**-**	**-**	**7 511 089**	**7 506 938**	**4 151**	**99.9%**	**7 110 656**	**7 108 407**

Programme 5: EDUCATION ENRICHMENT SERVICES									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	**67 908**	**(2)**	**-**	**67 906**	**63 963**	**3 943**	**94.2%**	**64 607**	**62 592**
Compensation of employees	45 984	-	-	45 984	43 597	2 387	94.8%	41 177	39 986
Salaries and wages	41 387	(112)	-	41 275	39 012	2 263	94.5%	37 049	36 082
Social contributions	4 597	112	-	4 709	4 585	124	97.4%	4 128	3 904
Goods and services	21 924	(2)	-	21 922	20 366	1 556	92.9%	23 430	22 606
Administrative fees	669	438	-	1 107	1 092	15	98.6%	1 192	1 221
Advertising	-	384	-	384	383	1	99.7%	87	87
Minor assets	43	(26)	-	17	15	2	88.2%	61	31
Bursaries: Employees	10	(10)	-	-	-	-	-	-	-
Catering: Departmental activities	1 527	1 938	-	3 465	3 453	12	99.7%	3 618	3 589
Communication	572	(227)	-	345	335	10	97.1%	681	661
Computer services	-	-	-	-	-	-	-	18	17
Contractors	900	(900)	-	-	-	-	-	-	-
Agency and support / outsourced services	211	1 263	-	1 474	1 472	2	99.9%	646	645
Entertainment	-	3	-	3	2	1	66.7%	1	-
Inventory: Learner and teacher support material	1 340	(203)	-	1 137	431	706	37.9%	-	-
Inventory: Other supplies	-	857	-	857	857	-	100.0%	985	465
Consumable supplies	4	405	-	409	401	8	98.0%	616	778
Consumable: Stationery, printing and office supplies	864	(162)	-	702	398	304	56.7%	575	586
Operating leases	237	67	-	304	122	182	40.1%	204	65
Property payments	-	-	-	-	-	-	-	-	1
Travel and subsistence	12 013	(2 753)	-	9 260	8 992	268	97.1%	10 325	9 742
Operating payments	2 049	(1 122)	-	927	920	7	99.2%	2 775	2 707
Venues and facilities	1 370	(63)	-	1 307	1 270	37	97.2%	1 503	1 875
Rental and hiring	115	109	-	224	223	1	99.6%	143	136

Programme 5: EDUCATION ENRICHMENT SERVICES									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	**7 442 735**	**-**	**-**	**7 442 735**	**7 442 735**	**-**	**100.0%**	**7 045 719**	**7 045 390**
Provinces and municipalities	7 442 666	-	-	7 442 666	7 442 666	-	100.0%	7 045 314	7 045 314
Provinces	7 442 666	-	-	7 442 666	7 442 666	-	100.0%	7 045 314	7 045 314
Provincial Revenue Funds	7 442 666	-	-	7 442 666	7 442 666	-	100.0%	7 045 314	7 045 314
Non-profit institutions	69	-	-	69	69	-	100.0%	65	65
Households	-	-	-	-	-	-	-	340	11
Social benefits	-	-	-	-	-	-	-	340	11
Payments for capital assets	**444**	**-**	**-**	**444**	**237**	**207**	**53.4%**	**327**	**381**
Machinery and equipment	444	-	-	444	237	207	53.4%	327	381
Other machinery and equipment	444	-	-	444	237	207	53.4%	327	381
Payments for financial assets	**2**	**2**	**-**	**4**	**3**	**1**	**75.0%**	**3**	**44**
Total	**7 511 089**	**-**	**-**	**7 511 089**	**7 506 938**	**4 151**	**99.9%**	**7 110 656**	**7 108 407**

5.1 PROGRAMME MANAGEMENT: EDUCATION ENRICHMENT SERVICES									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**3 880**	**(533)**	**-**	**3 347**	**3 243**	**104**	**96.9%**	**3 423**	**3 343**
Compensation of employees	3 487	(8440)	-	**2 643**	**2 547**	96	96.4%	**2 869**	**2 830**
Goods and services	393	311	-	**704**	**696**	8	98.9%	**554**	**513**
Transfers and subsidies	**-**	**-**	**-**	**-**		**-**	**-**	**329**	
Households	-	-	-	-	-	-	-	329	-
Payments for capital assets	**-**	**44**	**-**	**44**	**44**	**-**	**100.0%**	**-**	**-**
Total	**3 880**	**(489)**	**-**	**3 391**	**3 287**	**104**	**96.9%**	**3 752**	**3 343**

5.2 PARTNERSHIP IN EDUCATION									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**33 129**	**(493)**	**-**	**32 636**	**31 136**	**1 500**	**95.4%**	**32 467**	**31 561**
Compensation of employees	18 938	567	-	19 505	18 401	1 104	94.3%	17 155	17 062
Goods and services	14 191	(1 060)	-	13 131	12 735	396	97.0%	15 312	14 499
Transfers and subsidies	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**5**	**5**
Households	-	-	-	-	-	-	-	5	5
Payments for capital assets	**215**	**(44)**	**-**	**171**	**77**	**94**	**45.0%**	**131**	**129**
Buildings and other fixed structures	-	-	-	-	-	-	-		
Machinery and equipment	215	(44)	-	171	77	94	45.0%	131	129
Payments for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**2**	**24**
Total	**33 344**	**(537)**	**-**	**32 807**	**31 213**	**1 594**	**95.1%**	**32 605**	**31 719**

5.3 CARE AND SUPPORT IN SCHOOLS									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	**30 899**	**1 024**	**-**	**31 923**	**29 584**	**2 339**	**92.7%**	**28 717**	**27 688**
Compensation of employees	23 559	277	-	23 836	22 649	1 187	95.0%	21 153	20 094
Goods and services	7 340	747	-	8 087	6 935	1 152	85.8%	7 564	7 594
Transfers and subsidies	**7 442 735**	**-**	**-**	**7 442 735**	**7 442 735**	**-**	**100.0%**	**7 045 385**	**7 045 385**
Provinces and municipalities	7 442 666	-	-	7 442 666	7 442 666	-	100.0%	7 045 314	7 045 314
Non-profit institutions	69	-	-	69	69	-	100.0%	65	65
Households	-	-	-	-	-	-	-	6	6
Payments for capital assets	**229**	-	-	229	**116**	113	**50.7%**	196	**252**
Machinery and equipment	229	-	-	229	116	113	50.7%	196	252
Payments for financial assets	**2**	2	**-**	4	**3**	**1**	**75.0%**	1	**20**
Total	**7 473 865**	**1 026**	**-**	**7 474 891**	**7 472 438**	**2 453**	**100.0%**	**7 074 299**	**7 073 345**

1. Detail of transfers and subsidies as per Appropriation Act (after Virement):

Detail of these transactions can be viewed in the note on Transfers and subsidies, disclosure notes and Annexure 1 (A-H) to the Annual Financial Statements.

2. Detail of specifically and exclusively appropriated amounts voted (after Virement):

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.

3. Detail on payments for financial assets

Detail of these transactions per programme can be viewed in the note on Payments for financial assets to the Annual Financial Statements.

4. Explanations of material variances from Amounts Voted (after Virement):

4.1 Per programme	Final Appropriation	Actual Expenditure	Variance R'000	Variance as a % of Final Appropriation
Programme 1: Administration	518 342	509 389	8 953	2%
There were no material variances on this programme.				
Programme 2: Curriculum Policy, Support and Monitoring	1 944 506	1 880 880	63 626	3%
The remaining allocation on this programme is due to funds withheld for Learners with Profound Intellectual Disability conditional grant and other projects reprioritised after workbooks savings was identified.				
Programme 3: Teachers, Education Human Resources and Institutional Development	1 383 888	1 367 945	15 943	1%
There were no material variances on this programme.				
Programme 4: Planning, Information and Assessment	13 106 706	12 586 411	520 295	4%
The bulk of the remaining budget is due to underspending on the School Infrastructure Backlog Indirect Grant and National Assessment. The tender for the procurement of a service provider to conduct the National Assessment was cancelled due to non-responsiveness by bidders.				
Programme 5: Educational Enrichment Services	7 511 089	7 506 938	4 151	0%
There were no material variances on this programme.				

4.2 Per economic classification	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Current payments				
Compensation of employees	546 751	521 576	25 715	5%
Goods and services	1 996 191	1 955 994	40 197	2%
Interest and rent on land	50 628	50 627	1	0%
Transfers and subsidies				
Provinces and municipalities	18 569 231	18 560 771	8 460	0%
Departmental agencies and accounts	155 063	155 063	-	0%
Foreign governments and international organisations	20 111	16 522	3 589	18%
Non-profit institutions	148 664	148 664	-	0%
Households	1 229 268	1 229 515	(247)	0%
Payments for capital assets				
Buildings and other fixed structures	1 739 313	1 202 485	536 828	31%
Machinery and equipment	8 270	6 631	1 639	20%
Intangible assets	803	3 475	(2 672)	(333%)
Payments for financial assets	238	240	(2)	(1%)

Savings on Compensation of employees was realised due to non-filling of vacant positions due to the moratorium occasioned by the restructuring of the Department.

The underspending on Goods and Services was due to delays in delivery of the IT equipment including tablets for schools as a result of the COVID-19 outbreak as well as delays in invoices for travelling and subsistence.

The underspending on the Building and fixed structure was on sub-programme School Infrastructure which was due to high construction costs that the contractors were charging the Department on water and sanitation projects which resulted in delays of the project. Furthermore, there were disruptions by business forums.

4.3 Per conditional grant	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Maths, Science and Technology	391 302	391 302	-	0%
Education Infrastructure Grant	10 514 478	10 514 478	-	0%
HIV and AIDS (Life Skills Education) Grant	256 951	256 951	-	0%
National School Nutrition Programme Grant	7 185 715	7 185 715	-	0%
Children/Learners with Profound Intellectual Disability	220 785	212 325	8 460	4%

Funds were withheld from Free State due to underspending on Learners with Profound Intellectual Disability Conditional grant.

STATEMENT OF FINANCIAL PERFORMANCE

	Note	2019/20 R'000	2018/19 R'000
REVENUE			
Annual appropriation	1	24 464 531	23 699 583
Departmental revenue	2	15 710	10 301
Aid assistance	3	-	29 150
TOTAL REVENUE		**24 480 241**	**23 739 034**
EXPENDITURE			
Current expenditure			
Compensation of employees	4	521 576	491 220
Goods and services	5	1 955 996	1 893 845
Interest and rent on land	6	50 627	45 416
Aid assistance	3	20 083	22 656
Total current expenditure		**2 548 282**	**2 453 137**
Transfers and subsidies			
Transfers and subsidies	8	20 110 535	19 123 421
Total transfers and subsidies		**20 110 535**	**19 123 421**
Expenditure for capital assets			
Tangible assets	9	1 209 114	1 850 278
Intangible assets	9	3 475	10 212
Total expenditure for capital assets		**1 212 589**	**1 860 490**
Payments for financial assets	7	240	429
TOTAL EXPENDITURE		**23 871 646**	**23 437 477**
SURPLUS/(DEFICIT) FOR THE YEAR		**608 595**	**301 557**
Reconciliation of Net Surplus/(Deficit) for the year			
Voted funds		612 968	284 816
Annual appropriation		612 968	284 816
Departmental revenue and NRF Receipts	15	15 710	10 301
Aid assistance	3	(20 083)	6 440
SURPLUS/(DEFICIT) FOR THE YEAR		**608 595**	**301 557**

STATEMENT OF FINANCIAL POSITION

	Note	2019/20 R'000	2018/19 R'000
ASSETS			
Current assets		**615 738**	**298 816**
Unauthorised expenditure	10	6 488	6 488
Cash and cash equivalents	11	419 939	106 493
Prepayments and advances	12	139 215	148 383
Receivables	13	25 167	30 606
Aid assistance receivable	3	24 929	4 846
TOTAL ASSETS		**615 738**	**298 816**
LIABILITIES			
Current liabilities		**615 720**	**296 798**
Voted funds to be surrendered to the Revenue Fund	14	611 651	283 503
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	15	1 344	5 360
Payables	16	2 725	1 495
Aid assistance repayable	3	-	6 440
TOTAL LIABILITIES		**615 720**	**296 798**
NET ASSETS		**18**	**18**
Represented by:			
Recoverable revenue		18	18
TOTAL		**18**	**18**

STATEMENT OF CHANGES IN NET ASSETS

	Note	2019/20 R'000	2018/19 R'000
Recoverable revenue			
Opening balance		18	18
Transfers:	*7.1*	-	-
Debts recovered (included in departmental receipts)		(9)	(37)
Debts raised		9	37
Closing balance		**18**	**18**

CASH FLOW STATEMENT

	Note	2019/20 R'000	2018/19 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		**24 480 237**	**23 739 026**
Annual appropriated funds received		24 464 527	23 699 583
Departmental revenue received	2	4 573	5 200
Interest received	2.3	11 137	5 093
Aid assistance received	3	-	29 150
Net (increase)/decrease in working capital		15 837	(138 698)
Surrendered to Revenue Fund		(304 542)	(85 767)
Surrendered to RDP Fund/Donor		(6 440)	-
Current payments		(2 497 655)	(2 407 721)
Interest paid	6	(50 627)	(45 416)
Payments for financial assets		(240)	(429)
Transfers and subsidies paid		(20 110 535)	(19 123 421)
Net cash flow available from operating activities	17	**1 526 035**	**1 937 574**
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	9	(1 212 589)	(1 860 490)
Proceeds from sale of capital assets	2.4	-	8
Net cash flows from investing activities		**(1 212 589)**	**(1 860 482)**
Net increase/(decrease) in cash and cash equivalents		313 446	77 092
Cash and cash equivalents at beginning of period		106 493	29 401
Cash and cash equivalents at end of period	11	**419 939**	**106 493**

Summary of significant accounting policies

The financial statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. Management has concluded that the financial statements present fairly the department's primary and secondary information.

The historical cost convention has been used, except where otherwise indicated. Management has used assessments and estimates in preparing the annual financial statements. These are based on the best information available at the time of preparation.

Where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the financial statements and to comply with the statutory requirements of the Public Finance Management Act (PFMA), Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the PFMA and the annual Division of Revenue Act.

1.1 Presentation of the Financial Statements

Basis of preparation

The financial statements have been prepared in accordance with the Modified Cash Standard.

Under this basis, the effect of transactions and other events are recognised in the financial records when the resulting cash is received or paid.

1.2 Going concern

The financial statements have been prepared on a going concern basis.

1.3 Presentation currency

Amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the department.

1.4 Rounding

Unless otherwise stated financial figures have been rounded to the nearest one thousand Rand (R'000).

1.5 Foreign currency translation

Cash flows arising from foreign currency transactions are translated into South African Rands using the spot exchange rates prevailing at the date of payment / receipt.

1.6 Comparative information

1.6.1 Prior period comparative information

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

1.6.2 Current year comparison with budget

A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.

2 Revenue

2.1 Appropriated funds

Appropriated funds comprises of departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).

Appropriated funds are recognised in the statement of financial performance on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the statement of financial performance on the date the adjustments become effective.

The net amount of any appropriated funds due to / from the relevant revenue fund at the reporting date is recognised as a payable / receivable in the statement of financial position.

2.2 Departmental revenue

Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise.

Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.

2.3 Accrued departmental revenue

Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:

- it is probable that the economic benefits or service potential associated with the transaction will flow to the department; and
- the amount of revenue can be measured reliably.

The accrued revenue is measured at the fair value of the consideration receivable.

Accrued tax revenue (and related interest and / penalties) is measured at amounts receivable from collecting agents.

Write-offs are made according to the department's debt write-off policy

3 Expenditure

3.1 Compensation of employees

3.1.1 Salaries and wages

Salaries and wages are recognised in the statement of financial performance on the date of payment.

3.1.2 Social contributions

Social contributions made by the department in respect of current employees are recognised in the statement of financial performance on the date of payment.

Social contributions made by the department in respect of ex-employees are classified as transfers to households in the statement of financial performance on the date of payment.

3.2 Other expenditure

Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the statement of financial performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.

3.3 Accruals and payables not recognised

Accruals and payables not recognised are recorded in the notes to the financial statements at cost at the reporting date.

3.4 Leases

3.4.1 Operating leases

Operating lease payments made during the reporting period are recognised as current expenditure in the statement of financial performance on the date of payment.

The operating lease commitments are recorded in the notes to the financial statements.

3.4.2 Finance leases

Finance lease payments made during the reporting period are recognised as capital expenditure in the statement of financial performance on the date of payment.

The finance lease commitments are recorded in the notes to the financial statements and are not apportioned between the capital and interest portions.

Finance lease assets acquired at the end of the lease term are recorded and measured at the lower of:

- Cost, being the fair value of the asset; or
- The sum of the minimum lease payments made, including any payments made to acquire ownership at the end of the lease term, excluding interest.

4 Aid Assistance

4.1 Aid assistance received

Aid assistance received in cash is recognised in the statement of financial performance when received. In-kind aid assistance is recorded in the notes to the financial statements on the date of receipt and is measured at fair value.

Aid assistance not spent for the intended purpose and any unutilised funds from aid assistance that are required to be refunded to the donor are recognised as a payable in the statement of financial position.

4.2 Aid assistance paid

Aid assistance paid is recognised in the statement of financial performance on the date of payment. Aid assistance payments made prior to the receipt of funds are recognised as a receivable in the statement of financial position.

5 Cash and cash equivalents

Cash and cash equivalents are stated at cost in the statement of financial position.

Bank overdrafts are shown separately on the face of the statement of financial position as a current liability.

For the purposes of the cash flow statement, cash and cash equivalents comprise cash on hand, deposits held, other short-term highly liquid investments and bank overdrafts.

6 Prepayments and advances

Prepayments and advances are recognised in the statement of financial position when the department receives or disburses the cash.

Prepayments and advances are initially and subsequently measured at cost.

7 Loans and receivables

Loans and receivables are recognised in the statement of financial position at cost plus accrued interest, where interest is charged, less amounts already settled or written-off. Write-offs are made according to the department's write-off policy.

8 Financial assets

8.1 Financial assets (not covered elsewhere)

A financial asset is recognised initially at its cost plus transaction costs that are directly attributable to the acquisition or issue of the financial asset.

At the reporting date, a department shall measure its financial assets at cost, less amounts already settled or written-off, except for recognised loans and receivables, which are measured at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

8.2 Impairment of financial assets

Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the financial statements.

9 Payables

Payables recognised in the statement of financial position are recognised at cost.

10 Capital Assets

10.1 Immovable capital assets

Immovable assets reflected in the asset register of the department are recorded in the notes to the financial statements at cost or fair value where the cost cannot be determined reliably. Immovable assets acquired in a non-exchange transaction are recorded at fair value at the date of acquisition. Immovable assets are subsequently carried in the asset register at cost and are not currently subject to depreciation or impairment.

Subsequent expenditure of a capital nature forms part of the cost of the existing asset when ready for use.

Additional information on immovable assets not reflected in the assets register is provided in the notes to financial statements.

10.2 Movable capital assets

Movable capital assets are initially recorded in the notes to the financial statements at cost. Movable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of movable capital assets cannot be determined reliably, the movable capital assets are measured at fair value and where fair value cannot be determined; the movable assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the assets at the end of the capital project unless the movable assets is recorded by another Department/Entity in which case the completed project cost are transferred to that Department.

10.3 Intangible assets

Intangible assets are initially recorded in the notes to the financial statements at cost. Intangible assets acquired through a non-exchange transaction are measured at fair value as at the date of acquisition.

Internally generated intangible assets are recorded in the notes to the financial statements when the department commences the development phase of the project.

Where the cost of intangible assets cannot be determined reliably, the intangible capital assets are measured at fair value and where fair value cannot be determined; the intangible assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Intangible assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure of a capital nature added to the cost of the asset unless the intangible assets is recorded by another Department/Entity in which case the completed project cost are transferred to the Department. Maintenance is expensed as current goods and services in the financial performance.

10.4 Project Costs: Work-in-progress

Expenditure of a capital nature is initially recognised in the statement of financial performance at cost when paid.

Amounts paid towards capital projects are separated from the amounts recognised and accumulated in work-in-progress until the underlying asset is ready for use. Once ready for use, the total accumulated payments are recorded in an asset register. Subsequent payments to complete the project are added to the capital asset in the asset register.

Where the department is not the custodian of the completed project asset, the asset is transferred to the custodian subsequent to completion.

11 Provisions and Contingents

11.1 Provisions

Provisions are recorded in the notes to the financial statements when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation and a reliable estimate of the obligation can be made. The provision is measured as the best estimate of the funds required to settle the present obligation at the reporting date.

11.2 Contingent liabilities

Contingent liabilities are recorded in the notes to the financial statements when there is a possible obligation that arises from past events, and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably.

11.3 Contingent assets

Contingent assets are recorded in the notes to the financial statements when a possible asset arises from past events, and whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events not within the control of the Department.

11.4 Capital commitments

Capital commitments are recorded at cost in the notes to the financial statements.

12 Unauthorised expenditure

Unauthorised expenditure is recognised in the statement of financial position until such time as the expenditure is either:

- Approved by Parliament or the Provincial Legislature with funding and the related funds are received; or
- Approved by Parliament or the Provincial Legislature without funding and is written off against the appropriation in the statement of financial performance; or
- Transferred to receivables for recovery.

Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.

13 Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the total value of the fruitless and or wasteful expenditure incurred.

Fruitless and wasteful expenditure is removed from the notes to the financial statements when it is resolved or transferred to receivables for recovery.

Fruitless and wasteful expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

14 Irregular expenditure

Irregular expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the value of the irregular expenditure incurred unless it is impracticable to determine, in which case reasons therefor are provided in the note.

Irregular expenditure is removed from the note when it is either condoned by the relevant authority, transferred to receivables for recovery, not condoned and removed or written-off.

Irregular expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

15 Changes in accounting estimates and errors

Changes in accounting estimates are applied prospectively in accordance with MCS requirements.

Correction of errors is applied retrospectively in the period in which the error has occurred in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the error. In such cases the department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

16 Events after the reporting date

Events after the reporting date that are classified as adjusting events have been accounted for in the financial statements. The events after the reporting date that are classified as non-adjusting events after the reporting date have been disclosed in the notes to the financial statements.

17 Principal-Agent arrangements

The department is party to a principal-agent arrangement for project called National ACCELERATED SCHOOLS INFRASTRUCTURE DELIVERY INITIATIVE (ASIDI). In terms of the arrangement the department is principal and is responsible for addressing the backlogs in the eradication of inappropriate school structures and the provision of basic services (water, sanitation and electricity) to schools that do not have such services in all Provinces.

18 Recoverable revenue

Amounts are recognised as recoverable revenue when a payment made in a previous financial year becomes recoverable from a debtor in the current financial year. Amounts are either transferred to the National/Provincial Revenue Fund when recovered or are transferred to the statement of financial performance when written-off.

19 Related party transactions

Related party transactions within the Minister/MEC's portfolio are recorded in the notes to the financial statements when the transaction is not at arm's length.

The number of individuals and the full compensation of key management personnel is recorded in the notes to the financial statements.

20 Inventories

At the date of acquisition, inventories are recognised at cost in the statement of financial performance.

Where inventories are acquired as part of a non-exchange transaction, the inventories are measured at fair value as at the date of acquisition.

Inventories are subsequently measured at the lower of cost and net realisable value or where intended for distribution (or consumed in the production of goods for distribution) at no or a nominal charge, the lower of cost and current replacement value.

The cost of inventories is assigned by using the weighted average cost basis.

21 Public-Private Partnership

Public-Private Partnerships are accounted for based on the nature and or the substance of the partnership. The transaction is accounted for in accordance with the relevant accounting policies.

A summary of the significant terms of the PPP agreement, the parties to the agreement, and the date of commencement thereof together with the description and nature of the concession fees received, the unitary fees paid, rights and obligations of the department are recorded in the notes to the financial statements.

22 Employee benefits

The value of each major class of employee benefit obligation (accruals, payables not recognised and provisions) is disclosed in the Employee benefits note

1. Annual Appropriation

1.1 Annual Appropriation

Included are funds appropriated in terms of the Appropriation Act (and the Adjustments Appropriation Act) for National Departments (Voted funds) and Provincial Departments:

	2019/20			2018/19		
	Final Appropriation	Actual Funds Received	Funds not requested/ not received	Final Appropriation	Appropriation received	Funds not requested / not received
	R'000	R'000	R'000	R'000	R'000	
Administration	518 342	518 340	2	472 145	472 145	-
Curriculum Policy, Support and Monitoring	1 996 156	1 996 156	-	1 867 116	1 867 116	-
Teachers, Education Human Resources and Institutional Development	1 368 888	1 368 888	-	1 313 041	1 313 041	-
Planning, Information and Assessment	13 070 056	13 070 056	-	12 938 313	12 938 313	-
Educational Enrichment Services	7 511 089	7 511 087	2	7 108 968	7 108 968	-
Total	**24 464 531**	**24 464 527**	**4**	**23 699 583**	**23 699 583**	-

Unrequested funds (funds not requested) were as a result of approval for monthly drawings adjustment which was received late from National Treasury; this meant the request had to made again for unrequested funds (not requested) to be moved to the following month.

2. Departmental revenue

		2019/20	2018/19
	Note	R'000	R'000
Sales of goods and services other than capital assets	*2.1*	3 044	2 885
Interest, dividends and rent on land	*2.2*	11 137	5 093
Sales of capital assets	*2.3*	-	8
Transactions in financial assets and liabilities	*2.4*	1 529	2 315
Total revenue collected		**15 710**	**10 301**
Less: Own revenue included in appropriation			
Departmental revenue collected		**15 710**	**10 301**

2.1 Sales of goods and services other than capital assets

		2019/20	2018/19
	Note	R'000	R'000
Sales of goods and services produced by the department	*2*	3 021	2 825
Sales by market establishment		96	100
Other sales		2 925	2 725
Sales of scrap, waste and other used current goods		23	60
Total		**3 044**	**2 885**

2.2 Interest, dividends and rent on land

	Note	2019/20 R'000	2018/19 R'000
Interest	2	11 137	5 093
Total		**11 137**	**5 093**

2.3 Sale of capital assets

	Note	2019/20 R'000	2018/19 R'000
Tangible assets			
Machinery and equipment	31	-	8
Total		**-**	**8**

2.4 Transactions in financial assets and liabilities

	Note	2019/20 R'000	2018/19 R'000
	2		
Receivables		1 529	2 315
Total		**1 529**	**2 315**

3. Aid assistance

	Note	2019/20 R'000	2018/19 R'000
Opening Balance		1 594	(4 846)
Prior period error			
As restated		1 594	(4 846)
Transferred from statement of financial performance		(20 083)	6 440
Paid during the year		(6 440)	-
Closing Balance		**(24 929)**	**1 594**

Aid assistance is currently showing receivable amount of R24.929 million due to Department not receiving all EU funds from the RDP account.

3.1 Analysis of balance by source

	Note	2019/20 R'000	2018/19 R'000
	3		
Aid assistance from RDP		(24 929)	1 594
Closing balance		**(24 929)**	**1 594**

3.2 Analysis of balance

	Note	2019/20 R'000	2018/19 R'000
	3		
Aid assistance receivable		(24 929)	(4 846)
Aid assistance repayable	3	-	6 440
Closing balance		**(24 929)**	**1 594**
Aid assistance not requested/not received		184 540	64 007

R64.778 million relates to Rural Education Donor Project
R59.509 million relates to Systematic improvement of Language and Numeracy in the Foundation Phase Donor Project
R254 thousand relates to Flemish Donor Project
R59.999 million relates to Technology Grade 7–9 Donor Project

3.3 Aid assistance expenditure per economic classification

	Note	2019/20 R'000	2018/19 R'000
Current		20 083	22 656
Capital		-	54
Total aid assistance expenditure		**20 083**	**22 710**

4. Compensation of employees

4.1 Salaries and Wages

	Note	2019/20 R'000	2018/19 R'000
Basic salary		329 513	310 419
Performance award		7 129	5 748
Service Based		490	592
Compensative/circumstantial		38 373	41 026
Periodic payments		8 417	7 049
Other non-pensionable allowances		84 483	80 958
Total		**468 405**	**445 792**

4.2 Social contributions

	Note	2019/20 R'000	2018/19 R'000
Employer contributions			
Pension		40 438	34 005
Medical		12 661	11 354
Bargaining council		66	62
Official unions and associations		6	7
Total		**53 171**	**45 428**
Total compensation of employees		**521 576**	**491 220**
Average number of employees		714	710

5. Goods and Services

	Note	2019/20 R'000	2018/19 R'000
Administrative fees		14 011	18 863
Advertising		4 692	8 156
Minor assets	*5.1*	817	317
Bursaries (employees)		529	326
Catering		22 686	25 744
Communication		6 575	5 894
Computer services	*5.2*	79 116	89 628
Consultants: Business and advisory services		287 002	255 792
Legal services		12 860	1 459
Contractors		1 156	1 304
Agency and support / outsourced services		30 376	17 073
Entertainment		153	25
Audit cost – external	*5.3*	21 032	21 781
Fleet services		2 636	2 458
Inventory	*5.4*	1 054 415	1 067 057
Consumables	*5.5*	29 232	7 820
Operating leases		1 303	1 165
Property payments	*5.6*	148 737	140 347
Rental and hiring		7 277	6 253
Travel and subsistence	*5.7*	166 826	154 925
Venues and facilities		15 489	24 664
Training and development		15 910	9 825
Other operating expenditure	*5.8*	33 166	32 969
Total		**1 955 996**	**1 893 845**

Consultants: Business and advisory services

2018/19, amount was increased by R112.809 million from R142.983 million. Implementing agency fees was moved from Immovable Capital Assets to Goods and services.

Computer services

2018/19, amount was reduced by R1.649 million from R91.277 million.

- R1.199 million was incorrectly allocated as Computer services instead of Intangible assets.
- R450 thousand was incorrectly allocated as Computer services instead of Moveable assets.

5.1 Minor assets

	Note	2019/20 R'000	2018/19 R'000
	5		
Tangible assets			
Machinery and equipment		817	317
Total		**817**	**317**

5.2 Computer services

	Note	2019/20 R'000	2018/19 R'000
	5		
SITA computer services		74 059	81 051
External computer service providers		5 057	8 577
Total		**79 116**	**89 628**

5.3 Audit cost – External

	Note	2019/20 R'000	2018/19 R'000
	5		
Regularity audits		16 066	14 127
Investigations		3 585	5 562
Computer audits		1 381	2 092
Total		**21 032**	**21 781**

5.4 Inventory

	Note	2019/20 R'000	2018/19 R'000
	5		
Learning, Teaching and Support Material		1 044 798	1 056 344
Other supplies	5.4.1	9 617	10 713
Total		**1 054 415**	**1 067 057**

5.4.1 Other supplies

	Note	2019/20 R'000	2018/19 R'000
	5.4		
Assets for distribution		9 617	10 713
School furniture		9 122	10 713
Library material		495	-
Total		**9 617**	**10 713**

5.5 Consumables

	Note	2019/20 R'000	2018/19 R'000
	5		
Consumable supplies		1 392	2 131
Uniform and clothing		10	537
Household supplies		4	529
Building material and supplies		147	-
Communication accessories		1	-
IT consumables		318	563
Other consumables		912	502
Stationery, printing and office supplies		27 840	5 689
Total		**29 232**	**7 820**

5.6 Property payments

	Note	2019/20 R'000	2018/19 R'000
	5		
Municipal services		2 834	3 942
Property management fees		144 036	135 634
Property maintenance and repairs		147	-
Other		1 720	771
Total		**148 737**	**140 347**

R1.720 million disclosed as other relates to gardening services, cleaning services, safeguard and security services.

5.7 Travel and subsistence

	Note	2019/20 R'000	2018/19 R'000
	5		
Local		153 786	143 875
Foreign		13 040	11 050
Total		**166 826**	**154 925**

5.8 Other operating expenditure

	Note	2019/20 R'000	2018/19 R'000
	5		
Professional bodies, membership and subscription fees		49	16
Resettlement costs		490	305
Other		32 627	32 648
Total		**33 166**	**32 969**

6. Interest and Rent on Land

	Note	2019/20 R'000	2018/19 R'000
Interest paid		50 627	45 416
Total		**50 627**	**45 416**

7. Payments for financial assets

	Note	2019/20 R'000	2018/19 R'000
	7.1		
Debts written off		240	429
Total		**240**	**429**

7.1 Debts written off

	Note	2019/20 R'000	2018/19 R'000
Nature of debts written off	7		
Other debt written off			
Employee (Car damages and Accommodation no-shows)		240	429
Total		**240**	**429**
Total debt written off		**240**	**429**

8. Transfers and subsidies

	Note	2019/20 R'000	2018/19 R'000
Provinces and municipalities	38	18 560 771	17 690 158
Departmental agencies and accounts	Annex 1A	155 063	144 960
Foreign governments and international organisations	Annex 1B	16 522	14 374
Non-profit institutions	Annex 1C	148 664	112 129
Households	Annex 1D	1 229 515	1 161 800
Total		**20 110 535**	**19 123 421**

9. Expenditure for capital assets

	Note	2019/20 R'000	2018/19 R'000
Tangible assets		**1 209 114**	**1 850 278**
Buildings and other fixed structures	*34.1*	1 202 485	1 842 828
Machinery and equipment	*32.1*	6 629	7 450
Intangible assets		**3 475**	**10 212**
Software	*33.1*	3 475	10 212
Total		**1 212 589**	**1 860 490**

9.1 Analysis of funds utilised to acquire capital assets – 2019/20

	Voted funds R'000	Aid assistance R'000	Total R'000
Tangible assets	**1 209 114**	**-**	**1 209 114**
Buildings and other fixed structures	1 202 485	-	1 202 485
Machinery and equipment	6 629	-	6 629
Intangible assets	**3 475**		**3 475**
Software	3 475		3 475
Total	**1 212 589**	**-**	**1 212 589**

9.2 Analysis of funds utilised to acquire capital assets – 2018/19

	Voted funds R'000	Aid assistance R'000	Total R'000
Tangible assets	**1 850 224**	**54**	**1 850 278**
Buildings and other fixed structures	1 842 828	-	1 842 828
Machinery and equipment	7 396	54	7 450
Intangible assets	**10 212**		**10 212**
Software	10 212		10 212
Total	**1 860 436**	**54**	**1 860 490**

Software

Software:

2018/19, amount was increased by R1.199 million from R9.013 million. Transaction was incorrectly allocated as Computer services instead of Intangible assets.

Machinery and equipment

2018/19, amount was increased by R450 thousand from R7 million. Transaction was incorrectly allocated as Computer services instead of Moveable assets.

9.3 Finance lease expenditure included in Expenditure for capital assets

	2019/20 R'000	2018/19 R'000
Tangible assets		
Buildings and other fixed structures	9 980	8 958
Total	**9 980**	**8 958**

10. Unauthorised expenditure

10.1 Reconciliation of unauthorised expenditure

	Note	2019/20 R'000	2018/19 R'000
Opening balance		6 488	6 488
As restated		6 488	6 488
Closing balance		**6 488**	**6 488**
Analysis of closing balance			
Unauthorised expenditure awaiting authorisation		6 488	6 488

10.2 Analysis of unauthorised expenditure awaiting authorisation per economic classification

	2019/20 R'000	2018/19 R'000
Current	6 488	6 488
Total	**6 488**	**6 488**

10.3 Analysis of unauthorised expenditure awaiting authorisation per type

	2019/20 R'000	2018/19 R'000
Unauthorised expenditure relating to overspending of the vote or a main division within a vote	6 488	6 488
Total	**6 488**	**6 488**

11. Cash and cash equivalents

	Note	2019/20 R'000	2018/19 R'000
Consolidated Paymaster General Account		419 921	106 475
Cash on hand		18	18
Total		**419 939**	**106 493**

12. Prepayments and advances

	Note	2019/20 R'000	2018/19 R'000
Travel and subsistence		9	78
Prepayments (Not expensed)	12.2	3 734	-
Advances paid (Not expensed)	12.1	135 472	148 305
Total		**139 215**	**148 383**

12.1 Advances paid (Not expensed)

	Note	Balance as at 1 April 2019	Less: Amount expensed in current year	Add or Less: Other	Add: Current Year advances	Balance as at 31 March 2020
	14	R'000	R'000	R'000	R'000	R'000
National departments		63	(1 669)	-	2 000	394
Provincial departments		5 231	(3 016)	(348)		1 867
Other entities		143 011	(1 064 634)	(118 913)	1 173 747	133 211
Total		**148 305**	**(1 069 319)**	**(119 261)**	**1 175 747**	**135 472**

	Note	Balance as at 1 April 2018	Less: Amount expensed in current year	Add or Less: Other	Add: Current Year advances	Balance as at 31 March 2019
	14	R'000	R'000	R'000	R'000	R'000
National departments		1 942	(3 879)	-	2 000	63
Provincial departments		6 609	(20 195)	-	18 817	5 231
Other entities		186 720	(1 334 563)	-	1 290 854	143 011
Total		**195 271**	**(1 358 637)**	**-**	**1 311 671**	**148 305**

12.2 Prepayments (Not expensed)

	Note	Balance as at 1 April 2019	Less: Amount expensed in current year	Add or Less: Other	Add: Current Year advances	Balance as at 31 March 2020
	14	R'000	R'000	R'000	R'000	R'000
Capital assets		-	-	-	3 734	3 734
Total		**-**	**-**	**-**	**3 734**	**3 734**

13. Receivables

		2019/20			2018/19		
		Current	Non-current	Total	Current	Non-current	Total
	Note	R'000	R'000	R'000	R'000	R'000	R'000
Claims recoverable	13.1	18 260	-	18 260	24 112	-	24 112
Recoverable expenditure	13.2	2 637	-	2 637	2 209	-	2 209
Staff debt	13.3	61	-	61	76	-	76
Fruitless and wasteful expenditure	13.4	4 209	-	4 209	4 209	-	4 209
Total		**25 167**	**-**	**25 167**	**30 606**	**-**	**30 606**

13.1 Claims recoverable

	Note	2019/20	2018/19
	13 and Annex 3	R'000	R'000
National departments		4 511	3 983
Provincial departments		2 188	2 447
Public entities		-	5 289
Private Enterprises		11 561	12 393
Total		**18 260**	**24 112**

13.2 Recoverable expenditure (disallowance accounts)

		2019/20	2018/19
	Note	R'000	R'000
	13		
Disallowances miscellaneous		80	46
Salary disallowances		72	32
Disallowance damage & losses (Recover)		728	749
Disallowances damages & losses: CA		373	253
Damage vehicles		1 384	1 118
Salary tax debt		-	1
Disallowance dishonoured cheques		-	10
Total		**2 637**	**2 209**

13.3 Staff debt

		2019/20	2018/19
	Note	R'000	R'000
	13		
Bursaries		3	3
Employee		58	71
Other debts		-	2
Total		**61**	**76**

13.4 Fruitless and wasteful expenditure

		2019/20	2018/19
	Note	R'000	R'000
	13		
Opening balance		4 209	4 209
Total		**4 209**	**4 209**

14. Voted funds to be Surrendered to the Revenue Fund

	Note	2019/20 R'000	2018/19 R'000
Opening balance		283 503	67 168
Prior period error	*14.1*		(1 313)
As restated		283 503	65 855
Transfer from statement of financial performance (as restated)		612 968	284 816
Voted funds not requested/not received	*1.1*	(4)	-
Paid during the year		(284 816)	(67 168)
Closing balance		**611 651**	**283 503**

14.1 Prior period error

	Note	2018/19 R'000
Nature of prior period error		
		(1 313)
Fruitless expenditure amount was incorrectly accounted as R11.439m instead of R10.126m.		(1 313)
		(1 313)

15. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund

	Note	2019/20 R'000	2018/19 R'000
Opening balance		5 360	13 658
As restated		5 360	13 658
Transfer from Statement of Financial Performance (as restated)		15 710	10 301
Paid during the year		(19 726)	(18 599)
Closing balance		**1 344**	**5 360**

16. Payables – current

	Note	2019/20 R'000	2018/19 R'000
Advances received	*16.1*	1 612	407
Clearing accounts	*16.2*	1 086	1 088
Other payables	*16.3*	27	-
Total		**2 725**	**1 495**

16.1 Advances received

	Note	2019/20 R'000	2018/19 R'000
	16		
Other institutions		1 612	407
Total		**1 612**	**407**

16.2 Clearing accounts

	Note	2019/20 R'000	2018/19 R'000
	16		
South African Revenue Services		1 124	1 085
Government Pension Funds		(51)	3
Medical Aid		(12)	-
Government Employee Housing Scheme		25	-
Total		**1 086**	**1 088**

16.3 Other payables

	Note	2019/20 R'000	2018/19 R'000
	16		
Unknown receipts		27	-
Total		**27**	**-**

17. Net cash flow available from operating activities

	Note	2019/20 R'000	2018/19 R'000
Net surplus/(deficit) as per Statement of Financial Performance		608 595	301 557
Add back non cash/cash movements not deemed operating activities		917 440	1 636 017
(Increase)/decrease in receivables – current		5 439	31 877
(Increase)/decrease in prepayments and advances		9 168	47 065
Increase/(decrease) in payables – current		1 230	(217 640)
Proceeds from sale of capital assets		-	(8)
Expenditure on capital assets		1 212 589	1 860 490
Surrenders to Revenue Fund		(304 542)	(85 767)
Surrenders to RDP Fund/Donor		(6 440)	-
Voted funds not requested/not received		(4)	
Net cash flow generated by operating activities		**1 526 035**	**1 937 574**

18. Reconciliation of cash and cash equivalents for cash flow purposes

	Note	2019/20 R'000	2018/19 R'000
Consolidated Paymaster General account		419 921	106 475
Cash on hand		18	18
Total		**419 939**	**106 493**

19. Contingent liabilities and contingent assets

19.1 Contingent liabilities

	Note	2019/20 R'000	2018/19 R'000
Liable to			
Claims against the department	*Annex 2A*	266 926	458 846
Other	*Annex 2A*	30 832	17 172
Total		**297 758**	**476 018**

SIVUBO TRADING

The contractor claimed for loss of profit. This claim has since been dismissed by the High Court, Supreme Court of Appeals & Constitutional Court.

ELANA/KAREN KULA

The pursuance of the matter is dependent on the executor responsible for the estate of Karen Kula. The IA advises that maintain the reporting status in case the executor decides to act (The money has long been paid to DBE).

MAKHATHINI PROJECTS

The contractor claims repudiation of contract by the IA based on disputed quality of work done by the contractor.

SINOKUHLE

The contractor's claim for work done is disputed by the Implementing Agents.

Magna FS vs the Minister of Basic Education

This is claim for payment of outstanding invoice. Case has been dormant for more than 5 years, however it has not been closed.

Edu Solutions vs MEC for Education, Limpopo and Minister Basic Education

This is claim for breach of contract. Claim was settled by Limpopo Department of Education.

Fever Tree Consulting v Minister of Basic Education and Others

This is claim for services rendered. Case has been dormant for more than two years, however it has not been closed.

Komape v Minister of Basic education and Others

This is claim for damages. Claim was paid by Limpopo.

Bvelela Engineering v Minister of Basic Education

This is claim for alleged breach of contract. Claim has been dormant for more than three years, however it has not been closed.

Isaac Shabangu Publishers v Minister of Basic Education

This is claim for alleged breach of contract. Claim has been dormant for more than three years, however it has not been closed.

Kgoro Sipho v Minister of Basic Education

Claim for damages as result of injury sustained. Claim has been dormant for more than three years, however it has not been closed.

Tywaku v Minister of Basic Education

Claim for damages as result of drowning of learner. Claim has been dormant for more than three years, however it has not been closed.

Konani vs Minister of Basic Education

Claim for beach for alleged breach of contract. Claim has been dormant for more than five years, however it has not been closed.

CVB Trading v Minister of Basic Education

Claim for beach for alleged breach of contract. Claim has been dormant for more than three years, however it has not been closed.

Prestige Academy vs Minister of Basic Education

Claim for payment of goods sold and delivered. Claim has been dormant for more than three years, however it has not been closed.

Tintswalo Mercy Ngobeni vs Minister Of Basic Education & Another

Claim for damages as result of injury sustained by learner. Claim has been dormant for more than three years, however it has not been closed.

Mabasa RA vs Minister of Basic Education and another

Claim for defamation. Claim has been dormant for more than three years, however it has not been closed.

Moloto Masete vs Minister of Basic Education

Claim for damages as result of drowning of learner. Claim has been dormant for more than three years, however it has not been closed.

Hlengiwe Hyacinth Kubheka vs Minister of Basic Education

Claim for damages as result of unauthorised use of picture. Claim has been dormant for more than three years, however it has not been closed.

Mario Kekana V Minister of Basic Education and others

Claim for damages as result of assault on learner. Claim has been dormant for more than three years, however it has not been closed.

Lebepe vs Minister of Basic Education

Claim for damages for personal injury. Gauteng Education Department (GED) also cited .Claim likely to be paid by GED.

Baku Foto vs Minister of Basic Education

Claim for damages as result of death of learner. Eastern Cape Education Department (ECED) also cited. Claim likely to be paid by the ECED.

Sakhile Peter vs Minister of Basic Education

Claim for wrongful arrest and defamation. Gauteng Education Department (GED) also cited .Claim likely to be paid by GED.

Maphule Mahudu and Others v Minister of Basic Education

Claim for damages as result of death of learner. Gauteng Education Department (GED) also cited .Claim likely to be paid by GED.

Sholden Lukwe v Dr Blade Nzimande

Claim for payment of outstanding invoices. Claim will likely be settled by National Department of Higher Education and Training.

Redbar Media v Minister of Basic Education

Claim for alleged breach of contract.

Ntshuxeko Baloyi v Minister of Basic Education

Claim for damages as result of alleged-defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED.

Felicia Chauke v Minister of Basic Education

Claim for damages-as result of alleged for defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED.

Owen Baloyi v Minister of Basic Education

Claim for damages-as result of alleged for defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED.

Nyiko Chabalala v Minister of Basic Education

Claim for damages-as result of alleged for defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED

Simeon Baloyi v Minister of Basic Education

Claim for damages-as result of alleged for defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED

Manyana Baloyi v Minister of Basic Education

Claim for damages-as result of alleged for defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED.

Kulani Makhuba v Minister of Basic Education

Claim for damages-as result of alleged for defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED.

Toto Nzamo and Others v Minister of Basic Education

Claim for payment of outstanding stipends. Department is defending the claim.

Nosipho Njondo v Minister of Basic Education

Claim for damages-motor vehicle collision. Minister was wrongly cited.

19.2 Contingent assets

	Note	2019/20 R'000	2018/19 R'000
Nature of contingent asset			
Shota Engineering (Dispute on guarantees payments)		3 233	3 233
Phumiredi (Dispute on guarantees payments)		3 371	3 371
Bahlaping Keep Africa JV (Dispute on guarantees payments)		5 319	5 319
Baiteredi Keep Africa (Dispute on guarantees payments)		4 276	4 276
Khuthala Consulting (Pty) Ltd (Dispute on guarantees payments)		4 188	4 188
Luengo Enterprise (Pty) Ltd (Dispute on guarantees payments)		15 669	15 669
Mebalabala Holdings (Pty) Ltd (Dispute on guarantees payments)		3 190	3 190
Sivubo Trading and Project cc (Dispute on guarantees payments)		-	1 457
Magna FS (Counter claim)		29 849	29 849
BR Thima/Tarman JV (Dispute on Claim from Contractor)		15 748	-
Denrob Business Enterprise (Dispute on guarantees payments)		1 090	-
Sinokhule Construction (Dispute on retention payment)		743	-
Masithembeke Construction (Dispute on retention payment)		811	-
Makhathini Projects (Counter claim)		15 899	-
Total		**103 386**	**70 552**

ASIDI Contingent Assets:

Disputes on Guarantee payments arise from claims lodged against the guarantor in instances where contracts were terminated due to poor quality workmanship and/or non-performance by the construction contractors.

Disputes on retention payments arise from payments made to Contractors where the Implementing Agent is attempting to recover the payment due to poor quality workmanship and/or non-performance by the construction contractors.

BR THIMA / TARMAN JV

A claim for an overpayment to a Contractor.

MAKHATINI PROJECTS

A counter claim lodged by the Implementing Agent on a dispute referred for arbitration.

Magna FS (Counter claim):

This is due to claim for services not rendered to an acceptable standard resulting in damages to the Department. This matter is uncertain as the claim is dependent on reliability of expert evidence.

20. Capital commitments

	Note	2019/20 R'000	2018/19 R'000
Building and other fixed structure (ASIDI & SAFE)		1 785 452	2 340 824
Machinery and equipment		6 389	6 759
Total Commitments		**1 791 841**	**2 347 583**

In 2018/19, Building and other fixed structure (ASIDI and SAFE) was reduced by R245.524 million due to the policy of capitalisation of Assets. In previous years, Implementing Agent Fees and Disbursements were capitalised but are now classified as operational expenditure. The capitalised fees and disbursements were removed from the Capital Asset values

In 2018/19, R1.535 billion was incorrectly disclosed as commitment for Private-Public Partnership (PPP) as per guide from National Treasury, Finance Leases is not required to be disclosed on commitment main note.

In 2018/19, The Department was disclosing Commitments as a combination of "Current expenditure" and "Capital expenditure". Commitments were also reported as "Approved and contracted" as well as "Approved but not yet contracted". In 2019/20, as per the template from National Treasury reporting on Commitments is only in respect of "Capital Commitments".

In 2019/20, on Building and other fixed structure (ASIDI), capital commitment is appropriated as per below:

- Approved and Contracted:R1.388 585 billion
- Approved and not yet contracted: R396.866 million.

21. Accruals and payables not recognised

21.1 Accruals

			2019/20 R'000	2018/19 R'000
Listed by economic classification				
	30 Days	**30+ Days**	**Total**	**Total**
Goods and services	44 430	23 197	**67 627**	**66 421**
Interest and rent on land	-	217	**217**	**-**
Capital assets	6 664	1 058	**7 722**	**17 953**
Other	-	130	**130**	**344**
Total	**51 094**	**24 602**	**75 696**	**84 718**

	Note	2019/20 R'000	2018/19 R'000
Listed by programme level			
Programme 1: Administration		21 710	20 693
Programme 2: Curriculum Policy, Support and Monitoring		2 309	33 590
Programme 3: Teachers, Education Human Resources and Institutional Development		339	5 771
Programme 4: Planning, Information and Assessment		50 946	23 386
Programme 5: Educational Enrichment Services		392	1 278
Total		**75 696**	**84 718**

21.2 Payables not recognised

			2019/20 R'000	2018/19 R'000
Listed by economic classification				
	30 Days	**30+ Days**	**Total**	**Total**
Goods and services	20 204	4 882	**25 086**	**29 348**
Interest and rent on land	17	1	**18**	**6 960**
Capital assets	54 219	57 781	**112 000**	**175 417**
Other	-	509	**509**	**-**
Total	**74 440**	**63 173**	**137 613**	**211 725**

	Note	2019/20 R'000	2018/19 R'000
Listed by programme level			
Programme 1: Administration		89	3 053
Programme 2: Curriculum Policy, Support and Monitoring		18 832	2 640
Programme 3: Teachers, Education Human Resources and Institutional Development		5	208
Programme 4: Planning, Information and Assessment		118 684	205 763
Programme 5: Educational Enrichment Services		3	61
Total		**137 613**	**211 725**

22. Employee benefits

	Note	2019/20 R'000	2018/19 R'000
Leave entitlement		27 287	22 110
Service bonus (Thirteenth cheque)		11 796	11 028
Performance awards		7 570	7 540
Capped leave commitments		18 086	18 814
Other		356	267
Total		**65 095**	**59 759**

2018/19: Long-service awards is estimated at R267 thousand.

2019/20: Long-service awards is estimated at R356 thousand.

23. Lease commitments

23.1 Operating leases

2019/20	Specialised military equipment	Land	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year				186	186
Later than 1 year and not later than 5 years				1 387	1 387
Total lease commitments				**1 573**	**1 573**

2018/19	Specialised military equipment	Land	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year				1 199	1 199
Later than 1 year and not later than 5 years				1 053	1 053
Total lease commitments				**2 252**	**2 252**

24. Accrued departmental revenue

	Note	2019/20 R'000	2018/19 R'000
Sales of goods and services other than capital assets		497	495
Interest, dividends and rent on land		7 625	7 449
Transactions in financial assets and liabilities		178	-
Total		**8 300**	**7 944**

24.1 Analysis of accrued departmental revenue

	Note	2019/20 R'000	2018/19 R'000
Opening balance		7 944	1 311
Less: amounts received		(8 037)	(5 227)
Add: amounts recorded		8 393	11 860
Less amounts written-off/reversed as irrecoverable			
Closing balance		**8 300**	**7 944**

25. Irregular expenditure

25.1 Reconciliation of irregular expenditure

	Note	2019/20 R'000	2018/19 R'000
Opening balance		1 885 236	1 649 804
Prior period error		-	26 577
As restated		**1 885 236**	**1 676 381**
Add: Irregular expenditure – relating to prior year		129 980	9 713
Add: Irregular expenditure – relating to current year		688 477	199 142
Closing balance		**2 703 693**	**1 885 236**
Analysis of awaiting condonation per age classification			
Current year		818 457	199 142
Prior years		1 885 236	1 686 094
Total		**2 703 693**	**1 885 236**

25.2 Details of irregular expenditure – added current year (relating to current and prior years)

Incident	Disciplinary steps taken/criminal proceedings	2019/20 R'000
COEGA EC (Management fee)		17 193
COEGA KZN (Management fee)		1 434
DRPW EC (Management fee)		348
IDT EC Structure (Management fee)		230
IDT EC Structure ACT (Management fee)		6 779
IDT EC W&S (Management fee)		317
IDT Limpopo (Batch II) (Management fee)		73
Adopt-a-School		18
DBSA (Hlabatshane SPS)		1 582
DBSA (Dikiso)		11
DRPW EC (Mwezeni SPS)		1 027
AFRIPANEL		2 076
NEXUS		3 325
TCT CIVIL AND CONSTRUCTION		8 955
XOL-MAK CONSTRUCTION		5 967
The Mvula Trust		21 876
Rural Education EU project		1 210
White Rose (PTY) LTD		80
COEGA EC (Gabazi)		42 126
COEGA EC (Andrieskraal)		43 041
COEGA EC (Amamfengu)		36 687
COEGA EC (Somagunya)		32 246
The Mvula Trust LP (Ramolokoane PS)		1 210
The Mvula Trust LP (Mosepedi SS)		1 105
The Mvula Trust LP (Mogoto PS)		1 249
COEGA KZN (INDLELENHLE PS)		1 828
DBE PSU (DBE147 - Specialised Panel Manufacturing CC)		3 592
DBE PSU (DBE149 - Specialised Panel Manufacturing CC)		2 353
DBE PSU (DBE104 - MAGUBANE)		1 733
DBE PSU (DBE101 - RUWACON)		24 927
DBSA FS (THJEBELOPELE P/S)		14 745
DBSA EC (SMUTS NDAMASE SS)		59 002
DBSA EC (MXHUME JS)		47 743
DBSA NW (MOTAUNG PRIMARY)		44 306
DBSA EC (KIDSTON)		33 887
IDT EC W&S (MNGUNGU JSS)		252
IDT EC NDPW (AGNES SPS)		23 382
COEGA EC (ZIBI MEYER JSS)		93 577
The Mvula Trust EC (MAPHELENI JSS)		1 145
The Mvula Trust EC (HUKU/QOTIRA/ANTIOCH)		1 944
IDT EC NDPW (PHUTHALICHABA JPS)		26 702
IDT EC NDPW (MAVUNDLENI SPS)		20 819
IDT EC NDPW (GUNGWANE JSS)		31 665
IDT EC ACT (IMVISISWANO JPS)		32 000
PSU (BBP and BTKM)		122 690
Total		**818 457**

25.3 Details of irregular expenditures under investigation (not included in the main note Incident)

	2019/20 R'000
COEGA	1 483
DBE93	49 971
DBSA	28 533
DoE FS	583
DoE NW	964
DRPW EC	18 252
IDT	52 194
Mhlathuze Water KZN	5 050
Mvula Trust	7 568
IDT FS (Investigation by SIU)	315
CSIR	333
Total	**165 246**

25.4 Prior period error

	Note	2018/19 R'000
Nature of prior period error		
		26 577
Recalculation on Irregular expenditure.		26 577

- In order to comply with the requirements of Preferential Policy Framework Act (5/2000) the Department went on tender to appoint implementing agents, professional service providers and contractors. The tenders were advertised on 4 May 2012 and closed on 1 June 2012. However, due to volume of tenders received it was going to take the Department a long time to complete the process of evaluating the tenders received. What the Department did to take steps to ensure that the project is not compromised, a number of Public Entities, namely, The Mvula Trust-Limpopo, Coega, and IDT and the Departments of Public Works were appointed as implementing agents to continue with the project while the tenders were being finalised. This was done to ensure that there is a fair spread of allocation of contracts.

- The Department appointed Adopt-a-School Foundation as an Implementing Agent to build three (3) schools in KwaZulu-Natal. The appointment of the agent was due to cost-effectiveness in the implementation of the three (3) schools. When appointing the Adopt-a-School, the Department also took into account the empowerment of the community in terms of skilled and unskilled labour together with local procurement. The deviation on procurement requirement resulted as irregular expenditure.

- In the event that a competitive bidding process is not followed, such a deviation must be justifiable and done in accordance with TR16A6.4. If the appointment of the implementing agent is not done in accordance with the requirements and processes described above, the management fee paid to the implementing agent will be regarded as irregular expenditure.

- The TCN Architects CC – Professional Services Provider for ASIDI Clusters A – H (Bid RFPDBE07) was sourced from the National Transversal Framework Agreement which was advertised on the Government Tender Bulletin Volume 563 dated 4 May 2012. There was no need to re-do the tendering process when appointing the said service provider on the matter. However, the expenditure for this service provider has already been disclosed as irregular expenditure due to other compliance matters.

- The Department appointed SAB&T as an Implementing Agent/ Service Provider to manage the Kha Ri Gude programme. During the 2015/16 financial year, it was discovered that during evaluation one (1) of the stages was misinterpreted where site visits should have being done to all bidders. Based on these, the management fee paid to the service provider was declared as irregular expenditure.

- The Department appointed DBSA, Department of Public Works: Eastern Cape and Coega Development Corporation as Implementing Agencies for the building of schools in various provinces. During the audit of the Department, it was discovered that in some cases the DBSA and CDC: Eastern Cape did not comply with the supply chain processes as agreed per the Memorandum of Agreement signed with the Department. Therefore, the expenditure incurred for the appointment of contractors without following the SCM process was declared as irregular expenditure.

- During the construction of schools, the Department experience challenges with contractors that were either not performing or liquidated. As a result their contracts were terminated. In replacing these contractors, the Implementing Agency appointed contractors that were performing to continue with the construction of schools. The SCM process were not followed in the replacement of non performing contractors.

- The tender DBE073 (Morar Incorporated) were advertised in July 2016 and August 2016 respectively to provide stationery, warehousing and auditing. These tenders were advertised on the eTenders Portal but not on the Government Tender Bulletin. In terms of the Supply Chain processes these tenders should have been advertise on both the eTenders Portal and Government Tender Bulletin. Therefore, the expenditure incurred has been regarded as irregular expenditure.

- The Mvula Trust (TMT) management that they reported there was no formal tender process for ASIDI 3. It was noted that the TMT had received a letter from the Department of Basic Education carrying instruction not to follow the procurement process for ASIDI (Limpopo batch 1 to 3 projects).

- Department appointed LUDWIGS PHOTOGRAPHIC as well as Quba Design and Motion without following supply chain process of obtaining three quotations.

- TCT Civil and Construction as well as XOL-MAK Construction, were appointed however bid advertisement did not include the weight of all criteria, as required by the PPR. The bid advertisement only included the weights of the main criteria and not the breakdown of the sub-criteria under each main criterion used for evaluation and scoring.

- Afripanel was appointed by the Department, however review of the CSD history report of the supplier was non-compliant on its tax status from time of submission of the bid, right through the evaluation period up to the time of recommendation of the bidder for appointment which has now resulted in irregular expenditure.

- Payment to Makhubela Attorneys was paid as expansion of contract to provide legal opinion on functionality evaluation of Bid RT22-2016 without following supply chain processes.

- Nexus Travel Agency and RICTS were appointed by the Department. Preference point system include in the bid specification and used to evaluate the bidders not in line with the Preferential Procurement Regulations (Tender DBE146)

- Department was unable to obtain three written quotations, this was non- compliance to Practice Note 8 of 2007/08 par 3.3.3 if it is not possible to obtain at least three (3) written price quotations, the reason should be recorded and approved by the accounting officer / authority or his/her delegate.

- Department made payment to Professional Service Unit (PSU) without complying to Instruction Note 3 of 2016/17 paragraph 8.4 and 9.1.

- The Accounting Officer appointed an Investigation Team to investigate all irregular expenditure cases. The Team has written two (2) reports to the Accounting General and shared these reports with Standing Committee on Public Accounts (South Africa)

- (SCOPA). A request for condonation of irregular expenditure has been submitted to National Treasury.

26. Fruitless and wasteful expenditure

26.1 Reconciliation of fruitless and wasteful expenditure

	Note	2019/20 R'000	2018/19 R'000
Opening balance		2 133	1 791
Prior period error		-	(495)
As restated		2 133	1 296
Fruitless and wasteful expenditure – relating to prior year		69 487	-
Fruitless and wasteful expenditure – relating to current year		7 505	837
Less: Amount resolved			
Less: Amounts transferred to receivables for recovery	*15.6*		
Closing balance		**79 125**	**2 133**

a. Analysis of current year's (relating to current and prior years) fruitless and wasteful expenditure

Incident	Disciplinary steps taken/criminal proceedings	2019/20 R'000
Interest charged on late payment to contractors		7 070
Payments made on Infrastructure Projects Stopped by Provincial Education Department (IDT ACT EC)		24 136
Payments made on Infrastructure Projects Stopped by Provincial Education Department (DBE32 EC)		21 002
Payments made on Infrastructure Projects Stopped by Provincial Education Department (NDPW EC)		12 769
Fraudulent payments made by Implementing Agent (DRPW EC)		5 281
Adopt-a-School Remedial Work		2 777
Management Fees on ASIDI Fruitless Expenditure (Operational)		2 165
Interest on late payment to Contractor (DRPW EC)		293
Payment to Contractor due to suspension of work on site (DBSA EC)		1 499
Total		**76 992**

b. Prior period error

	2018/19 R'000
Nature of prior period error	
	(495)
Amount was incorrectly disclosed as Fruitless expenditure instead of Irregular expenditure.	(495)

c. Details of fruitless and wasteful expenditures under investigation (not included in the main note)

Incident	2019/20
	R'000
DBE 32	2 617
Department of Education: Free State	1 141
Department of Education: Western Cape	156
Department of Roads, and Public Works: Eastern Cape	29
ESKOM	1 749
The Independent Development Trust	914
Mhlathuze Water	3
The Mvula Trust	22 765
COEGA Development Cooperation	267
Kha Ri Gude (Stipends paid to volunteers)	10 689
IDT FS (SIU Investigation)	22 712
Management Fees (paid to implementing agents: DRPW, IDT, MW, MVT & CDC)	2 926
Total	**65 968**

Overpayment on travel claims:

The Department is still investigation possible fruitless and wasteful expenditure emanating from payments of travelling claims above thresholds allowed by the National Travel Framework. Should the investigations confirm overpayments, the funds will be recovered accordingly.

27. Related party transactions

List related party relationships and the nature thereof

South African Council for Educators (SACE):

SACE is a quality council that assures education standards in the General and Further Education and Training Qualifications Sub-framework

Umalusi

Umalusi is a professional council for educators that aims to enhance the status of the teaching profession through appropriate Registration, management of Professional Development and inculcation of a Code of Ethics for all educators.

28. Key management personnel

	No. of Individuals	2019/20	2018/19
		R'000	R'000
Political office bearers (provide detail below)			
Officials:	3	6 348	4 379
Level 15 to 16	10	18 159	15 568
Level 14	21	27 004	24 293
Family members of key management personnel	1	968	875
Total		**52 479**	**45 115**

29. Public Private Partnership

	Note	2019/20 R'000	2018/19 R'000
Unitary fee paid		**197 573**	**189 171**
Fixed component		53 537	53 537
Indexed component		144 036	135 634
Analysis of indexed component		**144 036**	**135 634**
Goods and services (excluding lease payments)		144 036	135 634
Other		**9 783**	**6 474**
Prepayments and advances		3 734	-
Other obligations		6 049	6 474

Public Private Partnership (PPP) Agreement

Background

On 20 April 2007, the Department of Basic Education (DBE) entered into a Public Private Partnership (PPP) agreement for the financing, construction, operation and maintenance of office accommodation for the Department. Construction commenced in May 2007. The construction of the building was completed at the end of 2009 and, as scheduled, the relocation of staff were finalised in February 2010.

Finance

This agreement makes provision for the financing, construction and maintenance of the building for a service period of 25 years. This implies that the Private Party, Sethekgo Pty Ltd, has designed, constructed, and is maintaining and servicing the new building. In return, the Department will pay Sethekgo a monthly unitary fee with effect from the day that it occupies the building until the end of the contract.

The monthly unitary fee covers the capital cost of the building (including furniture) as well as the operational cost for the maintenance of the building. The monthly unitary fee is based on a baseline amount which is escalated yearly using the previous year December CPI rate. The 2019/20 unitary fee was therefore calculated using the December 2019 rate.

No availability or performance penalties have been raised in the 2019/20 financial year.

The agreement also states that the Private Party only bears the risk of a utility tariff increase up to a maximum 0.8% above CPI. An increase in excess of this constitutes a pass through cost to the Department. The recent escalation in utility pricing constitutes a major increase in expenditure.

Service specifications

The service specifications, as contained in Schedule 3, Part 2 of the agreement, contain the various service categories which refers to the project deliverables. These are –

- Accommodation provision
- Security provision
- Portering and churn management
- Energy management and utilities supply
- Building fabric and service maintenance
- Cleaning services
- Landscape maintenance
- Pest control
- Waste management
- Fire and emergency management
- Helpdesk and information management
- Internal plants

- Management of FF&E
- Conference facilities
- Parking

Management

The management of the PPP falls within the responsibilities of the Directorate: Security and Asset Management.

Regular meetings are being conducted where contractual and operational issues are discussed.

- In the weekly operational meetings, issues are discussed that pertain to the output specifications and how these are being implemented by the various service providers responsible for the restaurant, landscaping, security and cleaning.

- The monthly Steering Committee meeting discusses financial issues such as the payment of the unitary fee and penalties. The monthly report is also discussed. Ad hoc operational issues that have not been resolved during the weekly meeting with Tirisano are also discussed.

Usage

DBE head office building also accommodates the examinations unit of the Department of Higher Education and Training. After the split of the Department of Education, the building was not big enough to accommodate the DBE and the Department of Higher Education and Training and it was decided that only the DBE would take over the PPP contract and occupy the building. Since part of the building was custom-designed for the examination section of the Department of Education, the examination sections of both departments are now being accommodated in the building. This however creates its own difficulties in terms of growth of the DBE, security arrangements and the sharing of the printing facility.

Commitment

The Public Partnership (PPP) Agreement for the provision of a fully serviced head office for the Department is in year 10 of a 25-year agreement with the Sethekgo Private Party.

As per the PPP agreement, the commitment of the PPP is based on the unitary fee of the current financial year.

The December CPI is used to calculate the next financial year's unitary fee and commitments.

The December 2019 CPI for example is used to calculate the unitary fee for the 2020/21 financial year.

Future Obligations	**2019/20**	**2018/19**
Buildings and other fixed structures	**R'000**	**R'000**
Not later than 1 year	205 920	198 000
later than a year and not later than years	1 159 941	1 115 328
Later than five years	2 757 392	3 007 925
Total commitments	**4 123 253**	**4 321 253**

30. Provisions

		2019/20	**2018/19**
	Note	**R'000**	**R'000**
Old DoE		181	181
ASIDI Retentions		167 304	179 061
ASIDI Capital Expenditure		87 140	68 132
Total		**254 625**	**247 374**

Old Department of Education

Department is intending to write off old debts which occurred before separation of Department of Basic Education and Department of Higher Education and Training. This debt will be written off when savings are realised.

ASIDI Retentions

Retention refers to the amount of payment withheld from a contractor's contract, in lieu of a fixed insurance policy. The economic benefit will flow to a contractor at different stages of the construction process through a reduction of the % withheld at Practical, Works and Final Completion (as the risk reduces). The final benefit will flow when the Final Account is approved.

The bulk of the provision should be paid out to contractors over the next 2 years as projects are finalised.

Due to the nature of construction projects, it is impossible to produce an exact forecast as certain factors listed below, have an effect on payments and potential subsequent withholding of retention amounts:

- Valid delays;
- Disputes on contractual obligations;
- Remedial work;
- Terminations; and
- Approval of Final Accounts

ASIDI Capital Expenditure

ASIDI Capital Expenditure is a provision for final construction and professional services payments on projects that have reached at least practical completion, over and above accruals and payables and retention provisions. In an attempt to not overstate future commitments, commitment balances are reduced to R0 and an estimate is provided for the possible additional construction expenditure and a last payment to the professional service provider.

The bulk of the provision should be paid out in a relative short timeframe (within a year) as the projects are close to final completion, pending submission of the Final Account and Close Out report.

Due to the nature of Construction projects, it is impossible to produce an exact forecast as certain factors listed below, have an effect on future payments:

- Re-measurement to determine Final Account value for the Contractor;
- Possible minor Variation Orders to reach Final Completion; and
- Professional Service invoices that includes time-based rates as well as disbursements for actual expenditure such a travel.

30.1 Reconciliation of movement in provisions – 2019/20

	ASIDI Capital Expenditure	OLD DoE	ASIDI RETENTIONS	Total provisions
	R'000	R'000	R'000	R'000
Opening balance	68 132	181	179 061	247 374
Increase in provision	23 557		10 869	34 426
Settlement of provision	(4 549)	-	(22 626)	(27 175)
Closing balance	**87 140**	**181**	**167 304**	**254 625**

Reconciliation of movement in provisions – 2018/19

	ASIDI Capital Expenditure	OLD DoE	ASIDI RETENTIONS	Total provisions
	R'000	R'000	R'000	R'000
Opening balance	-	181	107 394	107 575
Increase in provision	68 132	-	73 693	141 825
Settlement of provision	-	-	(2 026)	(2 026)
Closing balance	**68 132**	**181**	**179 061**	**247 374**

31. Non-adjusting events after reporting date

Nature of event	2019/20 R'000
Include an estimate of the financial effect of the subsequent non-adjusting events or a statement that such an estimate cannot be made.	
Due to COVID-19 that was declared as National Disaster by the president in March 2020, Department had to procure below items:	
*Water tanks from Rand Water for schools	222 275
*Mobile toilets (sanitation) for schools from the DBSA and Mvula Trust	7 427
*2,000 masks for (on behalf of) some Provincial Education Departments	38 700
*COVID-19 Hygiene supplies and protective masks for the DBE officials	1 742
*Tracking tool from SMEC South Africa (Pty) Ltd to monitor the delivery of water tanks	173
Total	**270 317**

A number of schools were vandalised during the lockdown period throughout all nine provinces. The exact number as well as the related cost is still being quantified. The repairs of the damage caused by the vandalism will be funded from the Education Infrastructure Grant (EIG). Furthermore, Treasury approval was obtained for the Provincial Education Departments to utilise the EIG to procure COVID-19 essentials. The effect of the usage of the EIG to fund both the schools renovations as well as the purchase of the COVID-19 essentials is that service delivery may be negatively affected as there will be less funds available to build schools infrastructure.

32. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	**67 270**		**6 546**	**(768)**	**73 048**
Transport assets	4 215	-	-	-	4 215
Computer equipment	49 965	-	5 649	(739)	54 875
Furniture and office equipment	5 867	-	538	-	6 405
Other machinery and equipment	7 223	-	359	(29)	7 553
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	**67 270**	**-**	**6 546**	**(768)**	**73 048**

32.1 Additions

ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Cash	Non-cash	(Capital Work in Progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	**6 629**	**-**	**-**	**(83)**	**6 546**
Computer equipment	5 719	-	-	(70)	5 649
Furniture and office equipment	538	-	-	-	538
Other machinery and equipment	372	-	-	(13)	359
TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS	**6 629**	**-**	**-**	**(83)**	**6 546**

32.2 DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Sold for cash	Non-cash disposal	Total disposals	Cash Received Actual
	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	**-**	**(768)**	**(768)**	**-**
Computer equipment		(739)	(739)	-
Other machinery and equipment		(29)	(29)	
TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS	**-**	**(768)**	**(768)**	**-**

32.3 Movement for 2018/19

MOVEMENT IN TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2019

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	**63 426**	**502**	**7 036**	**3 694**	**67 270**
Transport assets	4 420	-	1 016	1 221	4 215
Computer equipment	47 500	502	4 267	2 304	49 965
Furniture and office equipment	5 456	-	514	103	5 867
Other machinery and equipment	6 050	-	1 239	66	7 223
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	**63 426**	**502**	**7 036**	**3 694**	**67 270**

32.3.1 Prior period error

	Note	2018/19
		R'000
Nature of prior period error		**502**
Computer Equipment (Asset incorrectly accounted as Computer services in 2018/19)		450
Computer Equipment (Asset incorrectly accounted as Inventory in 2017/18)		99
Computer Equipment (Asset disposed off in 2018/19)		(47)
Total prior period errors		**502**

32.4 Minor assets

MOVEMENT IN MINOR ASSETS PER REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	213	6 774	6 987
Value adjustments	-	(7)	(7)
Additions	-	817	817
Disposals	-	(184)	(184)
TOTAL MINOR ASSETS	**213**	**7 400**	**7 613**

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	37	3 921	3 958
Number of minor assets at cost	45	5 751	5 796
TOTAL NUMBER OF MINOR ASSETS	**82**	**9 672**	**9 754**

MOVEMENT IN MINOR ASSETS PER REGISTER FOR THE YEAR ENDED 31 MARCH 2019

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	213	8 740	8 953
Additions	-	320	320
Disposals	-	2 286	2 286
TOTAL MINOR ASSETS	**213**	**6 774**	**6 987**

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	49	3 924	3 973
Number of minor assets at cost	79	5 536	5 615
TOTAL NUMBER OF MINOR ASSETS	**128**	**9 460**	**9 588**

33. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
Software	50 297	-	2 134	(345)	52 086
Patents, licences, copyright, brand names, trademarks	60	-	-	-	60
TOTAL INTANGIBLE CAPITAL ASSETS	**50 357**	**-**	**2 134**	**(345)**	**52 146**

33.1 Additions

ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2019

	Cash	Non-Cash	(Develop-ment work in progress – current costs)	Received current year, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	3 475	-	-	(1 341)	2 134
TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS	**3 475**	**-**	**-**	**(1 341)**	**2 134**

Disposals

33.2 DISPOSALS OF INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Sold for cash	Non-cash disposal	Total disposals	Cash Received Actual
	R'000	R'000	R'000	R'000
Transport assets	-	(345)	(345)	-
TOTAL DISPOSAL OF INTANGIBLE CAPITAL ASSETS	**-**	**(345)**	**(345)**	**-**

33.3 Movement for 2018/19

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2019

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	38 744	1 199	10 354	-	50 297
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	60	-		-	60
TOTAL INTANGIBLE CAPITAL ASSETS	**38 804**	**1 199**	**10 354**	**-**	**50 357**

33.3.1 Prior period error

	Note	2018/19
		R'000
Nature of prior period error		
Relating to 2018/19*[affecting the opening balance]*		1 199
Amount incorrectly allocated as computer services instead of software		1 199
Total prior period errors		**1 199**

34. Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	**7 583 286**	**-**	**1 292 833**	**-**	**8 876 119**
Non-residential buildings	5 840 538	-	992 856	-	6 833 394
Other fixed structures	1 742 748	-	299 977	-	2 042 725
HERITAGE ASSETS	**3 600**		-	-	**3 600**
Heritage assets	3 600		-	-	3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	**7 586 886**	**-**	**1 292 833**	**-**	**8 879 719**

Immovable Tangible Capital Assets under investigation

	Number	Value
		R'000
Included in the above total of the immovable tangible capital assets per the asset register are assets that are under investigation		
Buildings and other fixed structures	275	1 777 460
TOTAL	**275**	**1 777 460**

Immovable Assets under investigation:

These schools are under investigation for possible irregular expenditure and they are in the asset register.

34.1 Additions

ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Cash	Non-cash	(Capital Work in Progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
BUILDING AND OTHER FIXED STRUCTURES	**1 202 485**	**1 261 339**	**(1 121 282)**	**(49 709)**	**1 292 833**
Non-residential buildings	969 177	965 247	(932 963)	(8 605)	992 856
Other fixed structures	233 308	296 092	(188 319)	(41 104)	299 977
TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS	**1 202 485**	**1 261 339**	**(1 121 282)**	**(49 709)**	**1 292 833**

34.2 Movement for 2018/19

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2018

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	**6 470 443**	**(391 704)**	**1 504 547**	**-**	**7 583 286**
Non-residential buildings	5 204 907	(299 700)	935 331	-	5 840 538
Other fixed structures	1 265 536	(92 004)	569 216	-	1 742 748
HERITAGE ASSETS	**3 600**		-	-	**3 600**
Heritage assets	3 600		-	-	3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	**6 474 043**	**(391 704)**	**1 504 547**	**-**	**7 586 886**

34.2.1 Prior period error

	Note	2018/19
		R'000
Nature of prior period error		
Relating to 2017/18		(391 704)
Implementing Agents incorrectly capitalised		(391 704)
Total prior period errors		**(391 704)**

34.3. Capital Work-in-progress

CAPITAL WORK-IN-PROGRESS AS AT 31 MARCH 2020

	Note	Opening balance 1 April 2019	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing balance 31 March 2018
	Annexure 5	R'000	R'000	R'000	R'000
Buildings and other fixed structures		2 500 936	1 111 302	(1 276 054)	2 345 184
TOTAL		**2 500 936**	**1 111 302**	**(1 267 054)**	**2 345 184**

Stopped Projects:

29 Large School Projects in the Eastern Cape (commonly referred to as "DBE32" projects), were stopped due to budget constraints. National Treasury was approached for additional funding.

Accumulated Cost to Date R155,487,256

Estimated Cost to Complete R3,113,026,483

Age analysis on ongoing projects	Number of projects		2019/20
	Planned, Construction not started	Planned, Construction started	Total R'000
0 to 1 Year		304	39 777
1 to 3 Years		205	1 629 784
3 to 5 Years		80	446 964
Longer than 5 Years		88	228 659
Total		**677**	**2 345 184**

DBSA EC 50:

1 Project: Original contractor could not finish project and a replacement contractor had to be appointed. Project was completed in 2019/20.

COEGA EC

1 Project: Original contractor could not finish project and a replacement contractor had to be appointed. Project was completed in 2019/20.

IDT FS

2 Projects: There was an issue with the 1st PSP and the IA is in the process of appointing a new PSP.

DOE FS Batch 2

7 Projects: Additional Scope Approved for Mobile Sanitation.

IDT EC W&S

26 Projects: A second contractor had to be appointed for Water & Sanitation Projects.

TMT EC Batch 4 (Ex CSIR)

51 Projects: The original IA that was appointed did not perform. The project was handed over to a new IA to complete

Accruals and payables not recognised relating to Capital WIP	*Note*	2019/20	2018/19
		R'000	R'000
Capital Work-in-progress		79 656	115 183
Total		**79 656**	**115 183**

CAPITAL WORK-IN-PROGRESS AS AT 31 MARCH 2019

	Note	Opening balance	Prior period error	Current Year WIP	Ready for use (Assets to the AR)) / Contracts terminated	Closing balance 31 March 2019
	Annexure 5	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures		2 336 072	(287 218)	1 874 792	(1 422 710)	2 500 936
TOTAL		**2 336 072**	**(287 218)**	**1 874 792**	**(1 422 710)**	**2 500 936**

Age analysis on ongoing projects	Number of projects		2018/19
	Planned, Construction not started	Planned, Construction started	Total R'000
0 to 1 Year		36	61 388
1 to 3 Years		242	1 327 722
3 to 5 Years		279	913 152
Longer than 5 Years		4	198 674
Total		**561**	**2 500 936**

DBSA EC 50:

1 Project: Original contractor could not finish project and a replacement contractor had to be appointed. Project was completed in 2019/20.

COEGA EC

1 Project: Original contractor could not finish project and a replacement contractor had to be appointed. Project was completed in 2019/20.

IDT FS

2 Projects: There was an issue with the 1st PSP and the IA is in the process of appointing a new PSP.

34.4. S42 Immovable assets

Assets subjected to transfer in terms of S42 of the PFMA – 2019/20

	Number of assets	Value of assets
		R'000
BUILDINGS AND OTHER FIXED STRUCTURES	**107**	**60 387**
Non-residential buildings	107	60 387
TOTAL	**107**	**60 387**

35. Principal-agent arrangements

35.1 Department acting as the principal

	2019/20	2018/19
	R'000	R'000
Coega Development Corporation	18 627	11 165
Development Bank of Southern Africa	35 872	27 527
The Independent Development Trust	26 373	23 958
The Mvula Trust	24 439	49 945
Mhlathuze Water	-	213
SAB&T	-	2 474
Department of Roads, and Public Works EC	348	-
Adopt-a-School	-	1
Total	**105 659**	**115 283**

All the above-mentioned Entities and Departments entered into a Memorandum of Agreement with the National Department of Basic Education to act as implementing agents for the Department of Education to execute the national Accelerated Schools Infrastructure Delivery Initiative (ASIDI). The objective of the Initiative is addressing the backlogs in the eradication of inappropriate school structures and the provision of basic services (water, sanitation and electricity) to schools that do not have such services in all provinces. Significant judgment applied, significant terms and conditions, any significant risks and benefits relating to the arrangements with the agents

The service provider, SAB&T delivers professional service for Human Resource, Procurement and Financial Management services for the Kha Ri Gude Project based on a 4.99% management fee.

IA Fee Adjustment In 2018/19:

- COEGA Development Corporation was reduced by R3.410 million from R14.575 million.
- Development Bank of Southern Africa was reduced by R7.970 million from R35.497 million.
- The Independent Development Trust was increased by R3.822 million from R20.136 million.
- The Mvula Trust was reduced by R23.314 million from R73.259 million.
- R1 thousand was added to Adopt-a-School.

36. Prior period errors

36.1 Correction of prior period errors

	Note	Amount bef error correction	Prior period error	Restated Amount
		2018/19	2018/19	2018/19
		R'000	R'000	R'000
Expenditure:				
Good and services (Computer services)		1 067 057	(1 649)	1 065 408
Expenditure for capital assets (Machinery and equipment)		7 000	450	7 450
Expenditure for capital assets (Software)		9 013	1 199	10 212
Good and services (Management fee)		142 983	112 809	255 792
Expenditure for capital assets (Building and other fixed structure)		1 955 637	(112 809)	1 842 828
Net effect		**3 181 690**	**-**	**3 181 690**

	Note	Amount bef error correction	Prior period error	Restated Amount
		2018/19	2018/19	2018/19
		R'000	R'000	R'000
Assets:				
Immovable Capital Assets (Capital Assets) (IA fee operationalised)		7 974 990	(391 704)	7 583 286
Immovable Capital Assets (Capital WIP) (PSU, Stopped projects and IA fee operationalised)		2 788 154	(287 218)	2 500 936
Movable Capital Assets (Machinery and equipment)(From Inventory to Capital expenditure)		66 768	502	67 270
Intangible Capital Asset (Software)		49 098	1 199	50 297
Receivables: Fruitless and wasteful expenditure (Kha Ri Gude Project)		5 522	(1 313)	4 209
Net effect		**10 884 532**	**(678 534)**	**10 205 998**

	Note	Amount bef error correction	Prior period error	Restated Amount
		2018/19	2018/19	2018/19
		R'000	R'000	R'000
Liabilities:				
Capital Commitment (Building and other fixed structure)		2 586 348	(245 524)	2 340 824
Capital Commitment (Finance Lease)		1 535 315	(1 535 315)	-
Provision (ASIDI Capital Expenditure)		-	68 132	68 132
Voted funds to be surrendered (Overstated Fruitless expenditure)		284 816	(1 313)	283 503
Public Private Partnership (PPP Commitment)		-	4 321 253	4 321 253
Net effect		**4 406 479**	**2 607 233**	**7 013 712**

	Note	Amount bef error correction	Prior period error	Restated Amount
		2018/19	2018/19	2018/19
		R'000	R'000	R'000
Other:				
Irregular Expenditure (Nexus, Management fee, DBSA Schools and COEGA schools)		1 649 804	26 577	1 676 381
Accruals		296 443	(211 725)	84 718
Payables		-	211 725	211 725
Principal-agent arrangements		146 154	(30 871)	115 283
Contingent liabilities [Elana / Karen Kula vs DBSA (DBE)]		13 694	(20)	13 674
Assets to be transferred in terms of S42 of the PFMA - 2018/19		550 933	(550 933)	-
Net effect		**2 657 028**	**(555 247)**	**2 101 781**

Expenditure:

- In 2018/19, R1.649 million was incorrectly allocated as goods and services instead of expenditure for capital assets.
- In 2018/19, R112.809 million which relates to Implementing Agent fee was incorrectly capitalised under building and other fixed structure instead of being operationalised as goods and services.

Assets:

- R391.704 million which relates to Implementing Agent fee was incorrectly capitalised instead of being operationalised. This amount has been removed on the Assets Register.
- R287.218 million which relates to Implementing Agent fee was incorrectly accounted as work-in-progress instead of being operationalised. This amount has been removed on the Assets Register.
- R502 thousand was incorrectly accounted as Inventory instead of being accounted as Moveable Capital Assets.
- R1.199 million was incorrectly accounted as computer services (goods and services) instead of being accounted as Intangible Capital Assets.

Liabilities:

- R1.313 million which relates fruitless expenditure for Kha Ri Gude project was overstated in 2017/18. This has resulted in voted funds to be surrendered in being reduced by the same amount.
- In 2018/19, Building and other fixed structure (ASIDI and SAFE) was reduced by R245.524 million due to the policy of capitalisation of assets. In previous years, Implementing Agent fees and disbursements were capitalised but are now classified as operational expenditure. The capitalised fees and disbursements were removed from the Capital Asset values.
- R1.535 billion was incorrectly reported as capital commitment. As per guide, finance lease commitment are reported separately on finance lease note. However, commitment relating to PPP is excluded.
- R4.321 billion was omitted in 2018/19 on Public Private Partnership note.
- Provision note was adjusted with R68.132 million for ASIDI Capital Expenditure, this relates to provision for final construction and professional services payments on projects that have reached at least practical completion, over and above accruals and payables and retention provisions. In an attempt to not overstate future commitments, commitment balances are reduced to R0 and an estimate is provided for the possible additional construction expenditure and a last payment to the professional service provider.

Other:

- R26.577 million was corrected for Irregular Expenditure note due to recalculation on projects which were previously reported as Irregular Expenditure.
- R211.725 million was incorrectly reported as accruals instead of being disclosed as payables not yet recognised.
- R30.871 million which relates to principal-agent arrangements was incorrectly accounted as IA fee instead of being capitalised.
- Contingent liabilities was overstated by R20 thousand for “Karen Kula vs DBSA/DBE” case.
- Department was previously capitalising IA fee, this meant all projects which were subjected to S42 as per PFMA was reported with incorrect amount. R550.933 million was removed as correction.

37. Inventories

37.1 Inventories for the year ended 31 March 2020

	Workbooks	School Furniture and Equipment	Kha Ri Gude	Second Chance Matric Programme	TOTAL
	R'000	R'000	R'000	R'000	R'000
Opening balance	43 125	13 444	10 437		67 006
Add/(Less): Adjustments to prior year balances		(450)			(450)
Add: Additions/Purchases – Cash	714 363	8 637		1 352	724 352
Add: Additions – Non-cash					
(Less): Disposals					
(Less): Issues	(749 395)	(13 564)	(4 738)		(767 697)
Add/(Less): Received current, not paid					
(Paid current year, received prior year)					
Add/(Less): Adjustments					
Closing balance	**8 093**	**8 067**	**5 699**	**1 352**	**23 211**

Inventories for the year ended 31 March 2019

	Workbooks	School Furniture and Equipment	Kha Ri Gude	Total
	R'000	R'000	R'000	R'000
Opening balance	14 541	15 286	11 215	41 042
Add/(Less): Adjustments to prior year balances	-	(8 108)		(8 108)
Add: Additions/Purchases – Cash	766 368	12 813		779 181
Add: Additions – Non-cash				
(Less): Disposals	-	(6 547)		(6 547)
(Less): Issues	(737 784)	-	(778)	(738 562)
Add/(Less): Adjustments				
Closing balance	**43 125**	**13 444**	**10 437**	**67 006**

38. STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT				2018/19
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by depart-ment	Division of Revenue Act
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	%	R'000
Summary by province												
Eastern Cape	2 984 238	-	127 895	3 112 133	2 984 238	-	127 895	3 112 133	2 948 435	164 305	95%	3 041 392
Free State	1 310 006	-	-	1 310 006	1 301 546	8 460	-	1 301 546	1 309 910	8 041	101%	1 202 854
Gauteng	2 448 998	-	(184 339)	2 264 659	2 264 659	-	-	2 264 659	2 207 862	56 797	97%	2 295 999
KwaZulu-Natal	3 967 525	-	100 000	4 067 525	3 967 525	-	100 000	4 067 525	4 098 441	-	101%	3 698 668
Limpopo	2 443 936	-	(131 270)	2 312 666	2 312 666		-	2 312 666	1 978 771	333 895	86%	2 333 159
Mpumalanga	1 507 850	-	313 335	1 821 185	1 507 850	-	313 335	1 821 185	1 817 376	4 066	100%	1 464 502
Northern Cape	871 881	-	-	871 881	871 881	-	-	871 881	868 585	3 296	100%	775 734
North West	1 457 850	-	(225 621)	1 232 229	1 232 229	-	-	1 232 229	1 262 125	2 933	102%	1 400 818
Western Cape	1 576 947	-	-	1 576 947	1 576 947	-	-	1 576 947	1 576 882	18 334	100%	1 483 022
TOTAL	**18 569 231**	**-**	**-**	**18 569 231**	**18 019 541**	**8 460**	**541 230**	**18 560 771**	**18 068 387**	**591 667**	**-**	**17 696 148**

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT				2018/19
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by depart-ment	Division of Revenue Act
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	%	R'000
Summary by grant												
Maths, Science and Technology	391 302	-	-	391 302	391 302	-	-	391 302	323 536	72 857	83%	370 483
Education Infrastructure Grant	10 514 478	-	-	10 514 478	9 973 248	-	541 230	10 514 478	10 142 211	424 447	96%	10 093 563
HIV and AIDS (Life Skills Education) Grant	256 951	-	-	256 951	256 951	-	-	256 951	261 081	6 892	102%	243 235
National School Nutrition Programme	7 185 715	-	-	7 185 715	7 185 715	-	-	7 185 715	7 127 226	71 449	99%	6 802 079
Children/Learners with Profound Intellectual Disability Grant	220 785	-	-	220 785	212 325	8 460	-	212 325	214 333	16 022	101%	186 788
	18 569 231	**-**	**-**	**18 569 231**	**18 019 541**	**8 460**	**541 230**	**18 560 771**	**18 068 387**	**591 667**		**17 696 148**

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT				2018/19
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by depart-ment	Division of Revenue Act
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	%	R'000
1. Maths, Science and Technology												
Eastern Cape	49 434	-	-	49 434	49 434	-	-	49 434	28 010	21 424	57%	46 805
Free State	36 277	-	-	36 277	36 277	-	-	36 277	38 806	-	107%	34 349
Gauteng	56 042	-	-	56 042	56 042	-	-	56 042	54 285	1 757	97%	53 062
KwaZulu-Natal	64 638	-	-	64 638	64 638	-	-	64 638	67 200	-	104%	61 203
Limpopo	45 802		-	45 802	45 802	-	-	45 802	5 569	40 233	12%	43 364
Mpumalanga	40 354	-	-	40 354	40 354	-	-	40 354	39 235	1 119	97%	38 206
Northern Cape	25 948	-	-	25 948	25 948	-	-	25 948	25 948	-	100%	24 564
North West	38 391	-	-	38 391	38 391	-	-	38 391	36 468	1 923	95%	36 347
Western Cape	34 416	-	-	34 416	34 416	-	-	34 416	28 015	6 401	81%	32 583
	391 302	**-**	**-**	**391 302**	**391 302**	**-**	**-**	**391 302**	**323 536**	**72 857**		**370 483**

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT				2018/19
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by depart-ment	Division of Revenue Act
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	%	R'000
2. Education Infrastructure Grant												
Eastern Cape	1 585 532	-	127 895	1 713 427	1 585 532	-	127 895	1 713 427	1 578 793	134 634	92%	1 710 021
Free State	833 485		-	833 485	833 485		-	833 485	826 626	6 859	99%	755 337
Gauteng	1 474 715	-	(184 339)	1 290 376	1 290 379	-	100 000	1 290 376	1 290 376	-	100%	1 373 073
KwaZulu-Natal	2 187 162	-	100 000	2 287 162	2 187 162	-	-	2 287 162	2 287 987	-	100%	2 016 435
Limpopo	1 050 160	-	(131 270)	918 890	918 890	-	-	918 890	635 936	282 954	69%	1 011 680
Mpumalanga	731 792	-	313 335	1 045 127	731 792		313 335	1 045 127	1 045 384		100%	733 732
Northern Cape	639 817	-	-	639 817	639 817	-	-	639 817	639 817	-	100%	568 766
North West	902 484	-	(225 621)	676 863	676 863		-	676 863	709 692	-	105%	877 614
Western Cape	1 109 331	-	-	1 109 331	1 109 331	-	-	1 109 331	1 127 600	-	102%	1 046 905
	10 514 478	**-**	**-**	**10 514 478**	**9 973 248**	**-**	**541 230**	**10 514 478**	**10 142 211**	**424 447**		**10 093 563**

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT				2018/19
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by depart-ment	Division of Revenue Act
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	%	R'000
3. HIV and AIDS (Life Skills Education) grant												
Eastern Cape	45 455	-	-	45 455	45 455	-	-	45 455	46 062	-	101%	43 062
Free State	14 148	-	-	14 148	14 148	-	-	14 148	12 966	1 182	92%	13 413
Gauteng	37 907	-	-	37 907	37 907	-	-	37 907	37 907	-	98%	35 959
KwaZulu-Natal	62 155	-	-	62 155	62 155	-	-	62 155	72 570	-	117%	58 922
Limpopo	29 124	-	-	29 124	29 124	-	-	29 124	23 667	5 457	81%	27 116
Mpumalanga	21 919	-	-	21 919	21 919	-	-	21 919	21 825	94	100%	20 819
Northern Cape	5 594	-	-	5 594	5 594	-	-	5 594	5 594	-	100%	5 356
North West	18 849	-	-	18 849	18 849	-	-	18 849	18 690	159	99%	17 884
Western Cape	21 800	-	-	21 800	21 800	-	-	21 800	21 800	9 877	100%	20 704
	256 951	**-**	**-**	**256 951**	**256 951**	**-**	-	**256 951**	**261 081**	**6 892**		**243 235**

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT				2018/19
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by depart-ment	Division of Revenue Act
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	%	R'000
4. National School Nutrition Programme grant												
Eastern Cape	1 278 635	-	-	1 278 635	1 278 635	-	-	1 278 635	1 277 453	1 182	100%	1 216 559
Free State	400 727	-	-	400 727	400 727	-	-	400 727	406 531	-	101%	379 369
Gauteng	849 075	-	-	849 075	849 075	-	-	849 075	794 077	54 998	94%	807 454
KwaZulu-Natal	1 621 291	-	-	1 621 291	1 621 291	-	-	1 621 291	1 628 447	-	100%	1 534 878
Limpopo	1 292 011	-	-	1 292 011	1 292 011	-	-	1 292 011	1 287 930	4 081	100%	1 229 299
Mpumalanga	687 691	-	-	687 691	687 691	-	-	687 691	686 695	996	100%	651 036
Northern Cape	189 224	-	-	189 224	189 224	-	-	189 224	189 224	-	100%	170 211
North West	481 859	-	-	481 859	481 859	-	-	481 859	481 354	505	100%	456 176
Western Cape	385 202	-	-	385 202	385 202	-	-	385 202	375 515	9 687	97%	357 097
	7 185 715	**-**	**-**	**7 185 715**	**7 185 715**	-	-	**7 185 715**	**7 127 226**	**71 449**		**6 802 079**

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT				2018/19
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by depart-ment	Division of Revenue Act
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	%	R'000
5. Children/Learners with Profound Intellectual Disability Grant												
Eastern Cape	25 182	-	-	25 182	25 182	-	-	25 182	18 117	7 065	72%	24 945
Free State	25 369	-	-	25 369	16 909	8 460	-	16 909	24 981	-	148%	20 386
Gauteng	31 259	-	-	31 259	31 259	-	-	31 259	31 217	42	100%	26 451
KwaZulu-Natal	32 279	-	-	32 279	32 279	-	-	32 279	42 237	-	131%	27 230
Limpopo	26 839	-	-	26 839	26 839	-	-	26 839	25 669	1 170	96%	21 700
Mpumalanga	26 094	-	-	26 094	26 094	-	-	26 094	24 237	1 857	93%	20 709
Northern Cape	11 298	-	-	11 298	11 298	-	-	11 298	8 002	3 296	71%	6 837
North West	16 267	-	-	16 267	16 267	-	-	16 267	15 921	346	98%	12 797
Western Cape	26 198	-	-	26 198	26 198	-	-	26 198	23 952	2 246	91%	25 733
	220 785	**-**	**-**	**220 785**	**212 325**	**8 460**	**-**	**212 325**	**214 333**	**16 022**		**186 788**

The Department hereby certifies that all transfers were deposited into the primary bank account of the provinces for the 2019/20 financial year. The over-expenditure in respect of some conditional grants will be covered through the provincial allocations.

ANNEXURE 1A: STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

	TRANSFER ALLOCATION				TRANSFER		2018/19
	Adjusted Appropriation	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	Final Appropriation
DEPARTMENTAL AGENCY/ ACCOUNT	R'000	R'000	R'000	R'000	R'000	%	R'000
Education Training and Development Practices-SETA	429	-	-	429	429	100%	417
Umalusi	134 634	-	-	134 634	134 634	100%	128 543
SA Council for educators	20 000	-	-	20 000	20 000	100%	16 000
TOTAL	**155 063**	**-**	**-**	**155 063**	**155 063**	**-**	**144 960**

ANNEXURE 1B

STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS

	TRANSFER ALLOCATION				EXPENDITURE		2018/19
	Adjusted Appropriation Act	Roll overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	Final Appropriation
FOREIGN GOVERNMENT/ INTERNATIONAL ORGANISATION	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Association for the Development of Education in Africa (ADEA)	150	-	-	150	151	101%	141
Guidance, Counselling and youth development centre for Africa: Malawi	186	-	-	186	173	93%	136
United Nations Educational, Scientific and Cultural Organisations (UNESCO)	16 295	-	-	16 295	13 611	84%	11 429
Southern and Eastern Africa Consortium for Monitoring Educational Quality (SEACMEQ)	3480	-	-	3 480	2 587	74%	2 668
TOTAL	**20 111**	**-**	**-**	**20 111**	**16 522**		**14 374**

ANNEXURE 1C

STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

	TRANSFER ALLOCATION				EXPENDITURE		2018/19
	Adjusted Appropriation Act	Roll-overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Final Appropriation
NON-PROFIT INSTITUTIONS	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Childline South Africa	69	-	-	69	69	100%	65
National Education Collaboration	111 945	-	36 650	148 595	148 595	100%	112 064
TOTAL	**112 014**	**-**	**36 650**	**148 664**	**148 664**		**112 129**

ANNEXURE 1D

STATEMENT OF TRANSFERS TO HOUSEHOLDS

	TRANSFER ALLOCATION				EXPENDITURE		2018/19
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	Final Appropriation
HOUSEHOLDS	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Employee Social Benefit (Leave gratuity)	2 317	-	2 680	4 997	5 244	105%	2 777
Claims against State (Cash)	-	-	-	-	-	-	4
National Student Financial Aid Scheme	1 224 271	-	-	1 224 271	1 224 271	100%	1 159 348
TOTAL	**1 226 588**	**-**	**2 680**	**1 229 268**	**1 229 515**		**1 162 129**

ANNEXURE 1E

STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2019/20	2018/19
		R'000	R'000
Received in kind			
Vodacom Foundation	National Senior Certificate Exams	987	987
MTN Foundation	National senior certificate exams	202	653
Road Accident Fund (RAF)	National Senior Certificate Exams	360	150
AVBOB Foundation	National Senior Certificate Exams	55	60
Compubooks	National Senior Certificate Exams	-	45
Massmart	National Senior Certificate Exams	81	81
Kagiso Trust	National Senior Certificate Exams	67	50
Entsika	National Senior Certificate Exams	381	1 000
Anglo American	National Teacher Awards	50	50
Industrial Development Corporation (IDC)	National Senior Certificate Exams	-	1 500
Vodacom	National Teacher Awards	650	500
School Net SA	National teacher Awards	-	100
Massmart	National teacher Awards	78	-
China Embassy	National teachers Awards	-	950
Entsika	National teacher Awards	800	712
AVBOB Foundation	National Teacher Awards	553	467
Via Africa	National teacher Awards	511	433
Nexus travel	National Education Excellence	-	126
Pretoria Hotels	National Education Excellence	-	18
Kwathlano Shuttle and Chauffeur Services	National Education Excellence	40	11
Travel with Flair	National Education Excellence	-	10
French Embassy	National Education Excellence	-	15
Subtotal		**4 815**	**7 918**
TOTAL		**4 815**	**7 918**

ANNEXURE 1F

STATEMENT OF AID ASSISTANCE RECEIVED

NAME OF DONOR	PURPOSE	OPENING BALANCE	REVENUE	EXPENDITURE	PAID BACK ON/ BY 31 MARCH	CLOSING BALANCE
		R'000	R'000	R'000	R'000	R'000
Received in cash						
European Union Donor	Primary Education Sector Policy Support Programme	(4 846)	-	-	-	(4 846)
Rural Education Assistant Project	To mobilise youth in rural communities to participate in educational activities	**6 440**	-	(20 083)	(6 440)	(20 083)
TOTAL		**1 594**	**-**	**(20 083)**	**(6 440)**	**(24 929)**

ANNEXURE 2A

STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2020

Nature of Liability	Opening Balance 1 April 2019	Liabilities incurred during the year	Liabilities paid/cancelled/ reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing Balance 31 March 2020
	R'000	R'000	R'000	R'000	R'000
Claims against the department					
Magna FS vs the Minister of Basic Education (interest at 15.5% as from 28/11/2011)	14 067	-	(733)		13 334
Edu Solutions vs MEC for Education, Limpopo and Minister Basic Education (interest at 15.5% as from 26/05/2013)	244 380	-	244 380		-
Fever Tree Consulting v Minister of Basic Education and Others	4 280	823			5 103
Komape v Minister of Basic Education and Other	6 542	-	(6 542)		-
Bvelela Engineering v Basic of Education	1 049	-	(1 049)		-
Isaac Shabangu Publishers v Minister of Basic Education	2 590		(447)		2 143
Kgoro Sipho v Minister of Basic Education	2 860	-	(60)		2 800
Tywaku v Minister of Basic Education	7 363	656			8 019
M Nyatukiri v Minister of basic Education	43 960	3 812			47 772
CVB Trading v Minister of Basic Education	379	-			379
Prestige Academy vs Minister of Basic Education	1 297	152			1 449
Tintswalo Mercy Ngobeni vs Minister Of Basic Education & Another	21 854	4 586			26 440
Mabasa RA vs Minister of Basic Education and another	12 600	-			12 600
Moloto Masete vs Minister of Basic education	800	-			800
Hlengiwe Hyacinth vs Minister of Basic Education	83 575	8 978			92 553
Mario Kekana vs Minister of Basic education	250	-			250
Lebepe vs Minister of Basic Education	11 000	4 000			15 000
Baku Foto vs Minister of Basic Education		16 275			16 275
Sakhile Peter vs Minister of Basic Education		800			800
Maphule Mahudu and Others v Minister of Basic Education		7 269			7 269
Sholden Lukwe v Dr Blade Nzimande		878			878
Redbar Media v Minister of Basic Education		129			129
Ntshuxeko Baloyi v Minister of Basic Education		1 800			1 800
Felicia Chauke v Minister of Basic Education		1 800			1 800
Owen Baloyi v Minister of Basic Education		1 800			1 800
Nyiko Chabalala v Minister of Basic Education		1 800			1 800

Nature of Liability	Opening Balance 1 April 2019	Liabilities incurred during the year	Liabilities paid/cancelled/ reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing Balance 31 March 2020
	R'000	R'000	R'000	R'000	R'000
Simeon Baloyi v Minister of Basic Education		1 800			1 800
Manyana Baloyi v Minister of Basic Education		1 800			1 800
Kulani Makhuba v Minister of Basic Education		1 800			1 800
Toto Nzamo and Others v Minister of Basic Education		302			302
Nosipho Njondo v Minister of Basic Education		31			31
Subtotal	**458 846**	**61 291**	**(253 211)**	**-**	**266 926**
Other					
Sivubo Trading & Projects cc vs DBSA (DBE)	3 498	-	(3 498)	-	-
Elana/ Karen Kula vs DBSA (DBE)	13 674	-	-	-	13 674
Sinokuhle Constructions CC vs COEGA (DBE)		3 047	-	-	3 047
Ikamva Architects vs IDT (DBE)		377			377
Makhathini Projects vs DBSA (DBE)		13 734	-	-	13 734
Subtotal	**17 172**	**17 158**	**(3 498)**	**-**	**30 832**
TOTAL	**476 018**	**78 449**	**(256 709)**	**-**	**297 758**

ANNEXURE 3

CLAIMS RECOVERABLE

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2019/20 *	
	31/03/2020	31/03/2019	31/03/2020	31/03/2019	31/03/2020	31/03/2019	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
Departments								
National Department of Higher Education and Training	-	-	765	607	765	607		
National Department of Education (Former)	-	-	181	181	181	181		
National Department of Justice	-	-	3 427	3 057	3 427	3 057		
National Department of Public Works	-	-	138	138	138	138		
KwaZulu-Natal Department of Education	-	-	1	190	1	190		
Limpopo Department of Education	-	-	1 939	2 002	1 939	2 002		
Western Cape Department of Education			33	33	33	33		
Eastern Cape Department of Education	-	-	215	215	215	215		
Gauteng Department of Education	-	-	-	7	-	7		
	-	**-**	**6 699**	**6 430**	**6 699**	**6 430**		-
Other Government Entities								
South African Revenue Services	-	-	-	5 289	-	5 289		
			-	**5 28**	**-**	**5 28**	-	

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2019/20 *	
	31/03/2020	31/03/2019	31/03/2020	31/03/2019	31/03/2020	31/03/2019	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
Private entities								
Adopt-a-School KZN	-	-	7742	7 557	7742	7 557		
Drake and Schull	-	-	2	4	2	4		
Eskom	-	-	36	36	36	36		
Coega Development Corporation KZN	-	-	1	-	1	-		
Independent Development Trust EC Structure	-	-	77	77	77	77		
Independent Development Trust EC Structure (Act)			999	-	999	-		
Independent Development Trust FS	-	-	1	2 479	1	2 479		
Independent Development Trust KZN	-	-	180	348	180	348		
Independent Development Trust Limpopo (Batch I)	-	-	1 069	1 069	1 069	1 069		
Independent Development Trust Limpopo (Batch II)	-	-	685	103	685	103		
Public Works EC	-	-	703	703	703	703		
Taste of Africa		-	6	7	6	7		
Nexus			5	8	5	8		
Tsebo			1	1	1	1		
SAB&T	-	-	1	1	1	1		
Ekhaya IT and General Agency	-	-	53	-	53	-		
	-	-	**11 561**	**12 393**	**11 561**	**12 393**	-	-
TOTAL	**-**	**-**	**18 260**	**24 112**	**18 260**	**24 112**	-	-

ANNEXURE 4

INVENTORIES

Inventories for the year ended 31 March 2020	Workbooks	School Furniture and Equipment	Kha Ri Gude	Second Chance Matric Programme	TOTAL
	R'000	R'000	R'000	R'000	R'000
Opening balance					
Add/(Less): Adjustments to prior year balances	43 125	13 444	10 437	-	67 006
Add: Additions/Purchases – Cash		(450)			(450)
Add: Additions - Non-cash	714 363	8 637		1 352	724 352
(Less): Disposals					
(Less): Issues	(749 395)	(13 564)	(4 738)		(767 697)
Add/(Less): Received current, not paid (Paid current year, received prior year)					
Add/(Less): Adjustments					
Closing balance	**8 093**	**8 067**	**5 699**	**1 352**	**23 211**

Inventories for the year ended 31 March 2019	Workbooks	School Furniture and Equipment	Kha Ri Gude		TOTAL
	R'000	R'000	R'000	R'000	R'000
Opening balance	14 541	15 286	11 215		41 042
Add/(Less): Adjustments to prior year balances		(8 108)			(8 108)
Add: Additions/Purchases – Cash	766 368	12 813			779 181
Add: Additions - Non-cash					
(Less): Disposals		(6 547)			(6 547)
(Less): Issues	(737 784)		(778)		(738 562)
Add/(Less): Received current, not paid (Paid current year, received prior year)					
Add/(Less): Adjustments					
Closing balance	**43 125**	**13 444**	**10 437**	**-**	**67 006**

ANNEXURE 5

MOVEMENT IN CAPITAL WORK IN PROGRESS

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2020

	Opening balance	Prior Period Error	Current Year Capital WIP	Ready for use (Asset register) / Contract terminated	Closing balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	**2 788 154**	**(287 218)**	**1 111 302**	**(1 267 054)**	**2 345 184**
Non-residential buildings	994 779	(89 252)	922 983	(967 826)	860 684
Other fixed structures	1 793 375	(197 966)	188 319	(299 228)	1 484 500
TOTAL	**2 788 154**	**(287 218)**	**1 111 302**	**(1 267 054)**	**2 345 184**

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2019

	Opening balance	Prior Year Capital WIP	Current Year Capital WIP	Ready for use (Asset register) / Contract terminated	Closing balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	**36 280**	**(36 280)**	**-**	**-**	**-**
Furniture and Office equipment	36 276	(36 276)	-	-	-
Other machinery and equipment	4	(4)	-	-	-
BUILDINGS AND OTHER FIXED STRUCTURES	**2 622 145**	**(286 073)**	**1 874 792**	**(1 422 710)**	**2 788 154**
Non-residential buildings	1 364 601	(210 390)	1 260 218	(1 419 650)	994 779
Other fixed structures	1 257 544	(75 683)	614 574	(3 060)	1 793 375
TOTAL	**2 658 425**	**(322 353)**	**1 874 792**	**(1 422 710)**	**2 788 154**

ANNEXURE 6A

INTER-ENTITY ADVANCES PAID (note 12)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2020	31/03/2019	31/03/2020	31/03/2019	31/03/2020	31/03/2019
	R'000	R'000	R'000	R'000	R'000	R'000
NATIONAL DEPARTMENTS						
Department of International Relations and Cooperation	-	-	394	63	394	63
Subtotal	**-**	**-**	**394**	**63**	**394**	**63**
PROVINCIAL DEPARTMENTS						
Department of Roads and Public Works EC	-	5 231	1 867		1 867	5 231
Subtotal	**-**	**5 231**	**1 867**		**1 867**	**5 231**
OTHER ENTITIES						
Adopt-a-School KZN	-	-	258	464	258	464
Coega Development Corporation EC	2 695	34 318			2 695	34 318
Coega Development Corporation KZN	-	5 297	2 618		2 618	5 297
DBSA	-	-	-	33 806	-	33 806
DBSA (SAFE Projects)	-	-	65 169	-	65 169	-
Independent Development Trust EC STRUCTURE(Batch I)	2 191	2 409			2 191	2 409
Independent Development Trust EC STRUCTURE ACT(Batch II)	8 285	4 976			8 285	4 976
Independent Development Trust EC Water & Sanitation	8 305	11 746			8 305	11 746
Independent Development Trust EC (national Department of Public Works)	39 419	44 233			39 419	44 233
Independent Development Trust Free State	1 813	1 813			1 813	1 813
Independent Development Trust – KZN	-	288	204		204	288
Independent Development Trust LIMPOPO(Batch I)	2 049	2 049			2 049	2 049
Independent Development Trust LIMPOPO (Batch II)	-	1 441			-	1 441
Mhlathuze Water KZN	205	171			205	171
Subtotal	**64 962**	**108 741**	**68 249**	**34 270**	**133 211**	**143 011**
TOTAL	**64 962**	**113 972**	**70 510**	**34 333**	**135 472**	**148 305**

ANNEXURE 6B

INTER-ENTITY ADVANCES RECEIVED (note 16)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2020	31/03/2019	31/03/2020	31/03/2019	31/03/2020	31/03/2019
	R'000	R'000	R'000	R'000	R'000	R'000
OTHER INSTITUTIONS						
Current						
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	-		382	407	382	407
DBSA	1 198				1 198	-
Independent Development Trust (Limpopo Batch I)	32		-	-	32	-
Subtotal	**1 230**	**-**	**382**	**407**	**1 612**	**407**
TOTAL	**1 230**		**382**	**407**	**1 612**	**407**
Current	**1 230**		**382**	**407**	**1 612**	**407**

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