



DEPARTMENT OF BASIC EDUCATION
ANNUAL REPORT
2020/2021



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



NATIONAL DEPARTMENT OF BASIC EDUCATION

VOTE NO. 16

ANNUAL REPORT

2020/2021 FINANCIAL YEAR

CONTENTS

PART A: GENERAL INFORMATION.	8
1. DEPARTMENT GENERAL INFORMATION	9
2. LIST OF ABBREVIATIONS/ACRONYMS	10
3. FOREWORD BY THE MINISTER.	18
4. REPORT OF THE ACCOUNTING OFFICER	21
5. STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY FOR THE ANNUAL REPORT	27
6. STRATEGIC OVERVIEW	28
6.1. Vision	28
6.2. Mission	28
6.3. Values	28
7. LEGISLATIVE AND OTHER MANDATES.	29
8. ORGANISATIONAL STRUCTURE	30
9. ENTITIES REPORTING TO THE MINISTER	39
PART B: PERFORMANCE INFORMATION	40
1. AUDITOR-GENERAL'S REPORT: PREDETERMINED OBJECTIVES	41
2. OVERVIEW OF DEPARTMENTAL PERFORMANCE	41
2.1. Service Delivery Environment	41
2.2. Service Delivery Improvement Plan (SDIP)	43
2.3. Organisational environment.	46
2.4. Key policy developments and legislative changes	47
3. ACHIEVEMENT OF INSTITUTIONAL IMPACTS AND OUTCOMES.	48
4. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION.	60
4.1. PROGRAMME 1: ADMINISTRATION	60
4.2. PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING.	102
4.3. PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT	142
4.4. PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT	172
4.5. PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES	209
5. TRANSFER PAYMENTS	228
5.1. Transfer payments to public entities	228
5.2. Transfer payments to all organisations other than public entities	230
6. CONDITIONAL GRANTS.	232
6.1. Conditional grants and earmarked funds paid	232
7. DONOR FUNDS	240
7.1. Donor Funds Received	240
8. CAPITAL INVESTMENT	244
8.1. Capital investment, maintenance and asset management plan	244
PART C: GOVERNANCE	246
1. INTRODUCTION.	247
2. RISK MANAGEMENT	247
3. FRAUD AND CORRUPTION	247
4. MINIMISING CONFLICT OF INTEREST	247
5. CODE OF CONDUCT	248
6. HEALTH, SAFETY AND ENVIRONMENTAL ISSUES	248
7. PORTFOLIO COMMITTEES	249
8. SCOPA RESOLUTIONS.	252

9.	PRIOR MODIFICATIONS TO AUDIT REPORTS	252
10.	INTERNAL CONTROL UNIT	252
11.	INTERNAL AUDIT AND AUDIT COMMITTEES	252
12.	AUDIT COMMITTEE REPORT	254
13.	B-BBEE COMPLIANCE PERFORMANCE INFORMATION.	256
PART D: HUMAN RESOURCE MANAGEMENT.		257
1.	INTRODUCTION	258
2.	OVERVIEW OF HUMAN RESOURCES	258
3.	HUMAN RESOURCES OVERSIGHT STATISTICS.	260
PART E: FINANCIAL INFORMATION		281
1.	REPORT OF THE AUDITOR GENERAL	282
2.	ANNUAL FINANCIAL STATEMENTS.	290



LIST OF TABLES

Table 1. Departmental receipts	22
Table 2. Tariffs	23
Table 3. Programme Expenditure	23
Table 5. Virement/Roll-overs	24
Table 6. Exemptions and deviations received from the National Treasury	25
Table 7. Public entities reporting to the Minister	39
Table 8. Process map and responsibility	44
Table 9. Main services and standards.	44
Table 10. Minimum requirements for Certification.	45
Table 11. Batho Pele arrangements.	45
Table 12. Annual application process for Certificates	46
Table 13. Complaints mechanism	46
Table 14. Mapping of all the DBE Strategic Plan outcome areas, key outputs and indicators.	49
Table 15. Skills development training.	61
Table 16. Quarterly Performance Reporting	69
Table 17. Parliamentary questions	78
Table 18. Breakdown of Meetings.	79
Table 19. Virtual meetings with stakeholders.	80
Table 20. Management Meetings	81
Table 21. Stakeholder meetings arranged for the Director-General	82
Table 22. Communication through social media	85
Table 23. Programme 1: Report against the originally tabled Annual Performance Plan until date of re-tabling	96
Table 24. Programme 1: Report against the re-tabled Annual Performance Plan	97
Table 25. Progress on Institutional Response to the COVID-19 Pandemic.	99
Table 26. Sub-programme expenditure	101
Table 27. Subject Advisors trained	118
Table 28. Teachers trained.	119
Table 29. Programme 2: Report against the originally tabled Annual Performance Plan until date of re-tabling	123
Table 30. Programme 2: Report against the re-tabled Annual Performance Plan	128
Table 31. Progress on Institutional Response to the COVID-19 Pandemic.	140
Table 32. Sub-programme expenditure	141
Table 33. IQMS implementation visits	145
Table 34. EMS: PMDS implementation visits	147
Table 35. Skills Development implementation visits	147
Table 36. Initial teacher education students	150
Table 37. Subject Advisors trained	155
Table 38. Participation Statistics of Accounting Teachers	156
Table 39. Participation Statistics of Economics Teachers.	156
Table 40. Teachers assessed in Mathematics	157
Table 41. Teachers assessed in Physical Sciences.	158
Table 42. District Officials trained on digital skills	159
Table 43. Centre Managers trained	160
Table 44. Programme 3: Report against the originally tabled Annual Performance Plan until date of re-tabling	161
Table 45. Programme 3: Report against the re-tabled Annual Performance Plan	163
Table 46. Progress on Institutional Response to the COVID-19 Pandemic.	168
Table 47. Sub-programme expenditure	170

Table 48. 2020/21 Districts and Circuits information.	176
Table 49. Management of underperformance in schools	178
Table 50. Capacity Building on the Roles and Responsibilities of Departmental Heads.	185
Table 51. Induction Framework for newly appointed principals	186
Table 52. Advanced Diploma in School Leadership and Management	186
Table 53. Provincial meetings with Representative Councils of Learners (RCLs)	187
Table 54. COVID-19 impact survey	188
Table 55. SA-SAMS versions released in 2020/21.	191
Table 56. Monitoring of Provinces for LURITS Readiness.	193
Table 57. Number of Learners, Educators and Schools in the Ordinary school sector, by province, in 2020	194
Table 58. Programme 4: Report against the originally tabled Annual Performance Plan until date of re-tabling	199
Table 59. Programme 4: Report against the re-tabled Annual Performance Plan	201
Table 60. Progress on Institutional Response to the COVID-19 Pandemic.	207
Table 61. Sub-programme expenditure	208
Table 62. Monitoring of School Feeding	212
Table 63. Programme 5: Report against the originally tabled Annual Performance Plan until date of re-tabling	220
Table 64. Programme 5: Report against the re-tabled Annual Performance Plan	222
Table 65. Progress on Institutional Response to the COVID-19 Pandemic.	223
Table 66. Sub-programme expenditure	227
Table 67. Transfer payments to public entities	228
Table 68. Transfer payments to all organisations other than public entities	230
Table 69. Transfer payments which were budgeted for in the period 1 April 2020 to 31 March 2021, but no transfer payments were made.	231
Table 70. Conditional Grant 1: Mathematics, Science and Technology (MST)	232
Table 71. Conditional Grant 2: HIV and AIDS Life Skills Education	233
Table 72. Conditional Grant 3: National School Nutrition Programme (NSNP)	234
Table 73. Conditional Grant 4: Education Infrastructure Grant (EIG)	235
Table 74. Conditional Grant 5: School Infrastructure Backlogs Grant (SIBG)	236
Table 75. Conditional Grant 6: Children/Learners with Severe to Profound Intellectual Disability (C/LSPID)	237
Table 76. Donor Fund: General Budget Support (GBS) Rural Education Assistants Project (REAP)	240
Table 77. Donor Fund: General Budget Support (GBS) Technology Grades 7–9	241
Table 78. Donor Fund: General Budget Support (GBS) Systemic Improvement of Language and Numeracy in the Foundation Phase.	242
Table 79. Donor Fund: General Budget Support (GBS) United States Agency for International Development (USAID)	243
Table 80. Capital investment, maintenance and asset management plan	244
Table 81. ASIDI projects	245
Table 82. Portfolio Committee Meetings	249
Table 83. Progress to prior modifications to audit report	252
Table 84. Audit Committee members	253
Table 85. B-BBEE requirements	256
Table 86. Personnel expenditure by programme for the period 1 April 2020 and 31 March 2021	260
Table 87. Personnel costs by salary band for the period 1 April 2020 and 31 March 2021	260
Table 88. Salaries, Overtime, Home Owners Allowance and Medical Aid by programme for the period 1 April 2020 and 31 March 2021	261
Table 89. Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band for the period 1 April 2020 and 31 March 2021	261
Table 90. Employment and vacancies by programme as on 31 March 2021.	262
Table 91. Employment and vacancies by salary band as on 31 March 2021.	262

Table 92. Employment and vacancies by critical occupations as on 31 March 2021	263
Table 93. SMS post information as on 31 March 2021	263
Table 94. SMS post information as on 30 September 2020	263
Table 95. Advertising and filling of SMS posts for the period 1 April 2020 and 31 March 2021	264
Table 96. Reasons for not having complied with the filling of funded vacant SMS - Advertised within 6 months and filled within 12 months after becoming vacant for the period 1 April 2020 and 31 March 2021	264
Table 97. Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2020 and 31 March 2021	264
Table 98. Job Evaluation by Salary band for the period 1 April 2020 and 31 March 2021	265
Table 99. Annual turnover rates by salary band for the period 1 April 2020 and 31 March 2021	265
Table 100. Annual turnover rates by critical occupation for the period 1 April 2020 and 31 March 2021	266
Table 101. Reasons why staff left the Department for the period 1 April 2020 and 31 March 2021	266
Table 102. Promotions by critical occupation for the period 1 April 2020 and 31 March 2021.	266
Table 103. Promotions by salary band for the period 1 April 2020 and 31 March 2021	266
Table 104. Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2021	267
Table 105. Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2021	267
Table 106. Recruitment for the period 1 April 2020 to 31 March 2021	268
Table 107. Promotions for the period 1 April 2020 to 31 March 2021.	268
Table 108. Terminations for the period 1 April 2020 to 31 March 2021	269
Table. Disciplinary action for the period 1 April 2020 to 31 March 2021	269
Table 109. Skills development for the period 1 April 2020 to 31 March 2021.	269
Table 110. Signing of Performance Agreements by SMS members as on 31 May 2020	270
Table 111. Reasons for not having concluded Performance agreements for all SMS members as on 31 March 2021 .	270
Table 112. Disciplinary steps taken against SMS members for not having concluded Performance agreements as on 31 March 2021	270
Table 113. Performance Rewards by race, gender and disability for the period 1 April 2020 to 31 March 2021 . . .	270
Table 114. Performance Rewards by salary band for personnel below Senior Management Service for the period 1 April 2020 to 31 March 2021	271
Table 115. Performance Rewards by critical occupation for the period 1 April 2020 to 31 March 2021	271
Table 116. Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2020 to 31 March 2021	271
Table 117. Foreign workers by salary band for the period 1 April 2020 and 31 March 2021	272
Table 118. Sick leave for the period 1 January 2020 to 31 December 2020	272
Table 119. Disability leave (temporary and permanent) for the period 1 January 2020 to 31 December 2021	272
Table 120. Annual Leave for the period 1 January 2020 to 31 December 2021	273
Table 121. Capped leave for the period 1 January 2020 to 31 December 2021	273
Table 122. Leave pay-outs for the period 1 April 2020 and 31 March 2021	273
Table 123. Steps taken to reduce the risk of occupational exposure	274
Table 124. Details of Health Promotion and HIV/AIDS Programmes	274
Table 125. Grievances lodged for the period 1 April 2020 and 31 March 2021	275
Table 126. Disputes lodged with Councils for the period 1 April 2020 and 31 March 2021.	275
Table 127. Strike actions for the period 1 April 2020 and 31 March 2021.	275
Table 128. Precautionary suspensions for the period 1 April 2020 and 31 March 2021	275
Table 129. Training needs identified for the period 1 April 2020 and 31 March 2021	276
Table 130. Training provided for the period 1 April 2020 and 31 March 2021	278
Table 131. Injury on duty for the period 1 April 2020 and 31 March 2021	280

LIST OF FIGURES

Figure 1: Average performance of focus circuits per province (2016-2020) 179

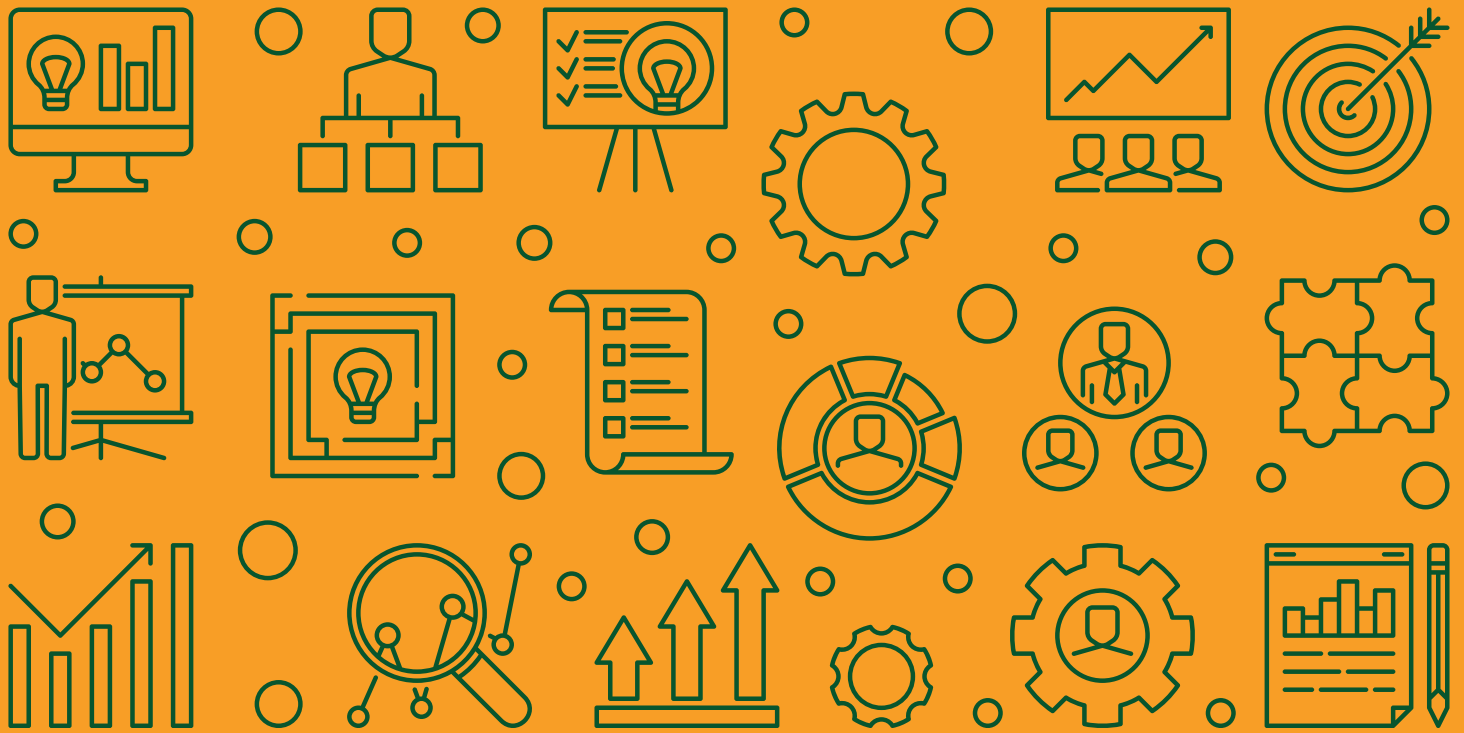
Figure 2: Representation of the number of schools monitored per province 180

Figure 3: Number of SAFE centres monitored per province. 181

Figure 4: PHL Performance of DBE and PEDs 183

Figure 5: Call Centre Enquiries Trends 183

Figure 6: Annual 2020/21 Website Enquiries. 184



PART A: GENERAL INFORMATION

1. DEPARTMENT GENERAL INFORMATION

PHYSICAL ADDRESS: 222 Struben Street
Pretoria
0001

POSTAL ADDRESS: Private Bag X895
Pretoria
0001

TELEPHONE NUMBER/S: 0027 12 357 3000 (switchboard)
0800 202 933 (Toll-free)

FAX NUMBER: 0027 12 323 0601

EMAIL ADDRESS: info@dbe.gov.za

WEBSITE ADDRESS: www.education.gov.za

2. LIST OF ABBREVIATIONS/ACRONYMS

ADEA	Association for the Development of Education in Africa
ADHD	Attention Deficit Hyperactivity Disorder
AENE	Adjusted Estimates of National Expenditure
AGM	Annual General Meeting
AGSA	Auditor-General of South Africa
AGYW	Adolescent and Young Women and Girls
AIDS	Acquired Immune Deficiency Syndrome
AMDP	Advanced Management and Development Programme
ANA	Annual National Assessment
ANC	African National Congress
APP	Annual Performance Plan
ASC	Amended Senior Certificate
ASIDI	Accelerated School Infrastructure Delivery Initiative
ASS	Annual School Survey
ATP	Annual Teaching Plan
AU	African Union
AYM	Agape Youth Movement
BAC	Bid Adjudication Committee
B-BBEE	Broad-Based Black Economic Empowerment
BC	British Council
BEd	Bachelor of Education
BEEI	Basic Education Employment Initiative
BELA	Basic Education Laws Amendment
BI	Business Intelligence
BMM	Broad Management Meeting
BSC	Bid Specification Committee
BSE	Budget Standard Exercise
C/LSPID	Children/ Learners with Severe to Profound Intellectual Disability
CAIPs	Circuit Academic Improvement Plans
CAPS	Curriculum and Assessment Policy Statements
CASME	Centre for the Advancement of Science and Mathematics Education
CATC	Comprehension across the Curriculum
CCMA	Conciliation Mediation and Arbitration
CEA	Centre for Evaluation and Assessment
CEM	Council of Education Ministers
CEOs	Chief Executive Officers
CETA	Common Elementary Treatment Approach
CFOs	Chief Financial Officers
CIDB	Construction Industry Development Board
CIES	Comparative International Education Society
CISCO	Commercial & Industrial Security Corporation
CITE	Centre for International Teacher Education

CMs	Circuit Managers
COELT	Certificate Course in English Language Teaching
COSAS	Congress of South African Students
COVID	Corona Virus Disease
CPI	Consumer Price Index
CPTD	Continuous Professional Teacher Development
CPUT	Cape Peninsula University of Technology
CSE	Comprehensive Sexuality Education
CSPID	Children with Severe to Profound Intellectual Disabilities
CTO	Cape Town Opera
CTPD	Continuous Teacher Professional Development
DBE	Department of Basic Education
DCDT	Department of Communications and Digital Technologies
DCMS	District Coordination, Monitoring and Support
DDD	Data Driven Districts
DEPASA	Deaf Education Principals' Association of South Africa
DHA	Department of Home Affairs
DHET	Department of Higher Education and Training
DIRCO	Department of International Relations and Cooperation
DOJ&CD	Department of Justice and Constitutional Development
DoRA	Division of Revenue Act
DPCI	Directorate for Priority Crime Investigations
DPME	Department of Planning, Monitoring and Evaluation
DPP	Deputy Public Protector
DPSA	Department of Public Service and Administration
DSAC	Department of Sports, Arts and Culture
DSD	Department of Social Development
DTDCs	District Teacher Development Centres
EAP	Employee Assistance Programme
ECD	Early Childhood Development
EEI	Education Employment Initiative
EFAL	English First Additional Language
EGMP	Early Grade Mathematics Project
EGRA	Early Grade Reading Assessment
EGRP	Early Grade Reading Improvement Programme
EGRS	Early Grade Reading Study
EIG	Education Infrastructure Grant
ELNA	Early Learning National Assessment
ELRC	Education Labour Relations Council
EMASA	Education Management Association of South Africa
EMGD	Education, Management and Governance Development
EMIS	Educational Management Information Systems
EMS	Economic and Management Sciences
EMS: PMD	Education Management Service: Performance Management and Development

EMS: PMDS	Education Management System: Performance Management Development System
ENE	Estimates of National Expenditure
eQPRS	Electronic Quarterly Performance Reporting System
ESD	Education for Sustainable Development
ESEID	Economic Sectors, Employment and Infrastructure Development
ESRI	Environmental Systems Research Institute
ETDP-SETA	Education Training and Development Practice-Skills Education Training Authority
EU	European Union
EXCO	Executive Committee
FAL	First Additional Language
FAQs	Frequently Asked Questions
FCSA	Financial Sector Conduct Authority
FEDSAS	Federation of Governing Bodies of South African Schools
FET	Further Education and Training
FINCO	Finance Committee
FLIMS	Funza Lushaka Information System
FMPPI	Framework for Managing Programme Performance Information
FOP	Fundamentals of Performance
FOSAD	Forum of South African Directors-General
FP	Foundation Phase
FUEL	Feed, Uplift, Love and Educate
G2G	Government to Government
GBEM	Girls and Boys Education Movement
GBS	General Budget Support
GBVF	Gender-Based Violence and Femicide
GCED	Global Citizenship Education
GDE	Gauteng Department of Education
GEC	General Education Certificate
GENFECTQA	General and Further Education and Training Quality Assurance Act
GET	General Education and Training
GETC: ABET	General Education and Training Certificate for Adults
GIS	Geographical Information System
GITO	Government Information and Technology Officer
GIZ	Gesellschaft für Internationale Zusammenarbeit
GPSSBC	General Public Service Sector Bargaining Council
GRAP	Generally Recognised Accounting Practice
GRP4ECE	Gender Responsive Pedagogy Toolkit for Early Childhood Education
GTAC	Government Technical Advisory Centre
GTI	Global Teachers Institute
HEDCOM	Heads of Education Departments Committee
HEIs	Higher Education Institutions
HIV	Human Immunodeficiency Virus
HoDs	Heads of Department
HPV	Human Papillomavirus

HR	Human Resources
HRD	Human Resource Development
HRQASD	Human Resource Matters, Quality Assurance and Skills Development
IAs	Implementing Agencies
ICT	Information and Communication Technology
ICTS	International Cooperation, Trade and Security
IEB	Independent Examination Board
IECS	Integrated Examination and Computer System
IIAL	Incremental Introduction of African Languages
IP	Intermediate Phase
IPIP	Infrastructure Programme Implementation Plan
IQMS	Integrated Quality Management System
ISASA	Independent Schools Association of Southern Africa
ISCED	International Standard Classification of Education
ISHP	Integrated School Health Programme
IT	Information and Technology
JICA	Japan International Cooperation Association
LAN	Local Area Network
LDS	Land and Desktop Support
LITASA	Literacy Association of South Africa
LSAs	Learner Support Agents
LSPID	Learners with Severe to Profound Intellectual Disabilities
LTSMs	Learning and Teaching Support Materials
LURITS	Learner Unit Record Information and Tracking System
MEC	Member of the Executive Council
MEO	Multiple Examination Opportunity
MIMEA	Monitoring Impact on Main Education Data Aggregates
MM	Ministerial Management
MMA	Media Monitoring Africa
MMS	Middle Management Service
MoA	Memorandum of Agreement
MoU	Memorandum of Understanding
MPSA	Minister of Public Service and Administration
MSAP	Mental Starters Assessment Project
MSMs	Marking Standardisation Meetings
MST	Mathematics, Science and Technology
MTEC	Ministers' Committee on the Budget Technical Committee
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NACCW	National Association for Child and Youth Care Workers
NAETSA	National Association for English Teachers of South Africa
NAISA	National Alliance of Independent Schools Association
NAPE	National Education Policy Act
NASGB	National Association of School Governing Bodies

NCC	National Coordinating Committee
NCOP	National Council of Provinces
NCV	National Certificate Vocational
NDoH	National Department of Health
NDP	National Development Plan
NE	Nutrition Education
NECT	National Education Collaboration Trust
NEDLAC	National Economic Development and Labour Council
NEEDU	National Education Evaluation and Development Unit
NEIC	National Education Information Center
NEIMS	National Education Infrastructure Management System
NEPA	National Education Policy Act
NGO	Non-Governmental Organisation
NICPD	National Institute for Curriculum and Professional Development
NIDS-CRAM	National Income Dynamics Study Coronavirus Rapid Mobile Survey
NIIED	National Institute for International Education
NISPIS	National Integrated Social Protection Information System
NITT	National Investigation Task Team
NNOW	National Nutrition and Obesity Week
NNSSF	National Norms and Standards for School Funding
NQF	National Qualification Framework
NRC	National Reading Coalition
NRD	National Recruitment Database
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSG	National School of Government
NSLA	National Strategy on Learner Attainment
NSNP	National School Nutrition Programme
NSSF	National School Safety Framework
NT	National Treasury
NTT	National Training Team
OECD	Organisation for Economic Co-operation and Development
OPSC	Office of the Public Service Commission
OTM	October Teachers' Month
OVHD	Open View High Definition
PA	Performance Agreement
PAETSA's	Provincial Associations for English Teachers
PAM	Personnel Administrative Measures
PATs	Practical Assessment Tasks
PEDs	Provincial Education Departments
PERSAL	Personnel Salary System
PFMA	Public Finance Management Act
PHL	Presidential Hotline
PILIR	Procedure on Incapacity Leave and Ill-health Retirement

PIRLS	Progress in International Reading Literacy Study
PLCs	Professional Communities of Learning
PMDS	Performance Management and Development Scheme
PMO	Project Management Office
PMT	Project Management Team
PoE	Portfolio of Evidence
PPEs	Personal Protective Equipment's
PPMs	Programme Performance Measures
PPPs	Public Private Partnerships
PrimTEd	Primary Teacher Education Project
PSA	Performance Solutions Africa
PSCBC	Public Service Co-ordinating Bargaining Council
PSETA	Practices Sector Education and Training Authority
PSRIP	Primary School Reading Improvement Programme
PSS	Psycho-social Support
PTDIs	Provincial Teacher Development Institutes
PTEDC	Provincial Teacher Education and Development Committee
PTT	Provincial Training Team
QLTC	Quality Learning and Teaching Campaign
QMS	Quality Management System
RCLs	Representative Councils of Learners
RCME	Research Coordination, Monitoring and Evaluation
REAP	Rural Education Assistants Project
REPSSI	Regional Psychosocial Support Initiative
RISDP	Regional Indicative Strategic Development Plan
RISE	Research in Improving Systems of Education
RSP	Reading Support Project
SA	Subject Advisors
SABC	South African Broadcasting Corporation
SACE	South African Council of Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADC	Southern African Development Community
SADTU	South African Democratic Teachers Union
SA-EU	South African-European Union
SAFE	Sanitation Appropriate for Education
SAHRC	South African Human Rights Commission
SAICA	South African Institute of Chartered Accountants
SAL	Second Additional Language
SAMF	South African Mathematics Foundation
SANASE	South African National Association for Special Education
SANDF	South African National Defence Force
SANSBOC	South African National Small Bus Operators
SAPA	South African Principals' Association
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
SASL HL	South African Sign Language Home Language
SASOL	South African Synthetic Oil Limited
SBA	School Based Assessment
SBAILs	Spelling Bee in African Indigenous Languages
SBIG	School Backlogs Infrastructure Grant
SBSTs	School-Based Support Teams
SCC	SEACMEQ Coordinating Centre
SCCM	System Command Centre Manager
SCM	Supply Chain Management
SCOPA	Standing Committee on Public Accounts
SDGs	Sustainable Developmental Goals
SDIP	Service Delivery Improvement Plan
SDLC	System Development Life Cycle
SEACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SGBs	School Governing Bodies
SIBG	School Infrastructure Backlogs Grant
SIP	School Improvement Plans
SIRP	Sesotho and IsiZulu Reading Project
SISCOs	School Improvement Support Coordinators
SITA	State Information Technology Agency
SLA	Service Level Agreement
SLP	Scripted Lesson Plan
SLP	Short Learning Programme
SMS	Senior Management Service
SMTs	School Management Teams
SOCPEN	Social Pension System
SOIs	Standardised Output Indicators
SONA	State of the Nation Address
SOPs	Standard Operating Procedures
SORMAA	Sexual Offences and Related Matters Amendment Act
SPCHD	Social Protection, Community and Human Development
SQL	Structured Query Language
SRGBV	School Related Gender-Based Violence
SRH	Sexual and Reproductive Health
SSE	School Self Evaluation
StatsSA	Statistics South Africa
STEM	Science, Technology, Engineering and Mathematics fields
STIs	Sexually Transmitted Infections
TALIS	Teaching and Learning International Survey
TASP	Teacher Appreciation and Support Programme
TB	Tuberculosis

TBF	Tiger Brand Foundation
TD	Tetanus and Diphtheria
TDCM	Teacher Development and Curriculum Management
TDI	Teacher Development Implementation
TICSA	Teacher Internship Collaboration South Africa
TIDs	Technical Indicator Descriptions
TIMSS	Trends in International Mathematics and Science Study
TMC	Travel Management Company
TMU	Teaching Mathematics for Understanding
ToRs	Term of References
TRC	Truth and Reconciliation Commission
TUC	Teacher Union Collaboration
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UAE	United Arab Emirates
U-AMP	User-Asset Management Plan
UAT	User Acceptance Tests
UIS	UNESCO Institute for Statistics
UJ	University of Johannesburg
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNISA	University of South Africa
URS	User Requirements Specification
USA	United States of America
USAASA	Universal Service and Access Agency of South Africa
USAID	United States Agency for International Development
VFHs	Volunteer Food Handlers
VPN	Virtual Private Network
WHO	World Health Organisation
WSE	Whole School Evaluation
YCAP	Youth Citizen Action Programme

3. FOREWORD BY THE MINISTER

The 2020 academic year has been the most challenging one due to the adverse effects of the Covid-19 pandemic. Yet, our teachers, non-teaching staff and basic education stakeholders buried the schism, albeit temporarily, to save the 2020 academic year. They managed to save a whole generation of learners from possible long-term cognitive deficiency occasioned by the proverbial “9 lost months” of learning. For this, I will always be grateful.

We also mourn, as we have lost teachers, learners, parents and support staff. The Sector lost the MEC for Education in the Northern Cape, the Superintendent-General for Education in the Eastern Cape, and National Teachers Union (NATU) president. May their souls rest in eternal peace!

The Class of 2020 must be saluted for its tenacity in the wake of the Covid-19 pandemic’s devastation. The pandemic disrupted schooling, and resulted in the loss of many breadwinners’ lives and livelihoods, on a scale unprecedented in our fledgling democracy. The 2020 was the perfect *annus horribilis*. The Covid-19 global health emergency tested our resilience as a nation, threatened to overwhelm our health system, and destroyed some people’s livelihoods. But as a country, we have emerged stronger and united. We remain steadfast in our battle against illiteracy, innumeracy, and the Covid-19 pandemic. The battle on all fronts is far from over.

The Matric Class of 2020 deserves a special commendation for their success under these difficult circumstances. The 2020 matric cohort constituted the largest class in history, with just over a million (1 054 321) candidates, as the November 2020 National Senior Certificate (NSC) examinations were combined with the examinations customarily written in June.

The 2020 matric cohort registered a notable 76.2% pass rate though this was a decline of 5.1% from the record pass of 81.3% achieved by the Class of 2019. However, this represented a record of four hundred and forty thousand, seven hundred and two (440 702) passes –7.5% more passes than the year before.

Although we were all working under the constraints imposed by the coronavirus, we registered steady progress in achieving the six priorities of the Sixth Administration as a sector which include:

- a) Improving **foundational skills** of Numeracy and Literacy, especially reading which should be underpinned by a **Reading Revolution**.
- b) Immediate **implementation of a curriculum** with skills and competencies for a changing world in all public schools (Three Stream Model, Fourth Industrial Revolution, Entrepreneurship, Focus Schools, etc.)
- c) Deal decisively with **quality and efficiency** through the implementation of **standardised assessments** to reduce failure, repetition, and dropout rates and introduce multiple qualifications such as the General Education Certificate before the Grade 12 exit qualification.
- d) Urgent implementation of two years of ECD before Grade 1, and the migration of the 0 - 4-year olds from Social Development to Basic Education.
- e) Complete an integrated **Infrastructure Development Plan** informed by infrastructure delivery and regular maintenance which is resourced.
- f) Work with Sport and Recreation, Arts and Culture, Health, and the South African Police Services to teach and promote **Social Cohesion, Health and School Safety**.

On improving literacy, we are in the case of literacy, developing reading and writing norms and standards for African languages. We released two reports during the year under review, namely the “*Design Report*” and “*Nguni Languages Benchmarks Report*”, and shared these reports with the education stakeholders, and we will use these to inform

curriculum development, teacher education and assessment in the coming years. As part of the Early Grade Reading Programme, Literacy coach training is progressing well, and so is the monitoring in all provinces. The Primary School Reading Improvement Programme (PSRIP) is also evolving with extensive training for Foundation Phase, Intermediate Phase teachers, School Management Teams and Subject Advisors. The DBE collaborated with the Numeracy Chairs of South Africa to develop and train foundation phase numeracy coordinators and selected teachers. The collaboration led to the development of the Mental Starters Assessment Project (MSAP) with materials covering six (6) units of improving the teaching of strategic calculations and mental Mathematics skills.

On strategic implementation of a curriculum with skills and competencies for a changing world in all public schools, steady progress has been made. We have developed both the Coding and Robotics Curriculum for Grades R-9 and the Monitoring and Evaluation Framework. In addition, we have orientated Subject Advisors in preparation for the rollout of the Coding and Robotics Curriculum for Grades R-9. Teachers have received the necessary digital skills through our Teacher Centres. We have also developed Terms of Reference (ToR) to procure Basic Minimum Resources for Coding and Robotics, as well as Technology Grades 7-9, to answer adequate support in classrooms providing these exciting curriculum offerings.

On delivering quality and efficiency through the implementation of standardised assessments at Grades 3, 6 and 9; and offering the General Education Certificate (GEC) before the Grade 12 exit qualification, progress is as follows:

- A draft blueprint document on the assessment options (Curriculum Attainment, General Capabilities, and Inclinations assessment) for implementing the GEC in the South African schooling system has been developed; and
- Conceptual work and research have been done on how project-based assessment can be utilised to up capacity for GEC implementation. Field trials of instruments are scheduled for late 2021. Umalusi provisionally approved the GEC's policy framework and a roadmap for the policy's five-year rollout.

On the implementation of two years of compulsory Early Childhood Development (ECD) and the function shift of the entire ECD function from the Department of Social Development (DSD) to the Department of Basic Education (DBE), we are on course. During the 2020/21 financial year, the Government Technical Advisory Centre (GTAC) worked with DBE and DSD to conclude the Diagnostic Report on the ECD function and validated the analysis with all provinces. This provides support to ensure a smooth and seamless function shift of the ECD delivery. The proclamations to effect the early childhood function shift have been sent to the Office of the Chief State Law Adviser, and a certified opinion has been received on the best approach to take.

On developing an integrated Infrastructure Development Plan, informed by infrastructure delivery and regular maintenance, steady progress was registered under extremely unfavourable conditions. Nevertheless, during the 2020/21 Financial Year, 32 new schools were completed through the Accelerated School Infrastructure Delivery Initiative (ASIDI).

A total of 101 schools were provided with water, taking the total to 1 057, since the inception of the ASIDI programme.

A total of 298 schools were provided with dignified sanitation facilities through ASIDI and Sanitation Appropriate for Education (SAFE) for the 2020/21 financial year. The latest numbers take the tally to 1 720 since the inception of the two infrastructure programmes.

The sixth priority is to work with the Departments of Sport, Arts, Culture and Recreation, Health and the South African Police Services, to teach and promote social cohesion, health and school safety, within our schools, although we know that this work is difficult and challenging at times.

The implementation of the Memorandum of Understanding (MoU) provisions between the DBE and the Department of Sport, Arts, Culture and Recreation is being accelerated. The Directors-General (DGs) of both departments are leading the process to finalise the development of the five-year strategic plan, establish school sport structures, allocate resources, effectively implement physical education, and establish schools' sports leagues amongst others.

On dealing with school violence, an action group on violence prevention and child protection has been established in partnership with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), United Nations International Children's Emergency Fund (UNICEF), Media Monitoring Africa (MMA), and Agape Youth Movement (AYM). The purpose is to create synergy and develop best practice in mitigating school violence.

In conclusion, we have a reason to be proud of the achievements of the Class of 2020. I thank all our principals, teachers, support staff, and parents, for the work they continue to do for the nation at great cost and often under unfavourable conditions.

I thank the Basic Education Portfolio and Select Committees for their oversight work.

My gratitude also extends to the Deputy Minister for her leadership and support, and to all MECs and Heads of Departments for their stewardships of the basic education sector, often under pressure with limited resources.

Lastly, I wish to thank our strategic partners, including organised labour, School Governing Body associations, National Education Collaboration Trust (NECT), local and international civil society organisations and Corporate SA.

We are also indebted to our statutory bodies, including Umalusi, the South African Council for Educators (SACE), and our sister State departments. Indeed, together, we are working to ensure that we do more to bring about quality basic education in our lifetime to all learners.



A handwritten signature in black ink, reading 'Motshekga', written over a horizontal line.

Mrs AM Motshekga, MP
Minister of Basic Education
September 2021

A handwritten signature in black ink, reading 'Mhaule', written over a horizontal line.

Dr MR Mhaule, MP
Deputy Minister of Basic Education
September 2021

4. REPORT OF THE ACCOUNTING OFFICER

2020/21 has been the most challenging year in the education sector, calling for urgent measures and innovation to deal with the calamity of the COVID-19 pandemic. In South Africa, the State President announced drastic measures to curb the spread of COVID-19 which included the closure of schools from 18 March 2020. The announcement of the lockdown meant a loss of crucial teaching and assessment time. The basic education sector was able to support teaching and learning while learners were at home, and ensured the safe reopening of schools without compromising the lives of learners and staff alike.

A key feature of the response was strong leadership, regular consultation and strong collaboration with education stakeholders, other government departments and partners. We were able to save the 2020 academic year and hold the largest combined National Senior Certificate and Senior Certificate Examination with over a million candidates.

COVID-19 has also yielded positive results through fast-tracking virtual and digital teaching and learning, as well as the provision of water, sanitation and much needed infrastructure. The importance of training teachers and providing them with skills for the 21st century is greater than ever before. We will continue to protect lives as well as teaching and learning at all times, using science and available evidence to craft and revise our plans. The experiences of 2020 continue to guide us.

The Department has made remarkable improvements in the sector such as better internal coaching, oversight and monitoring, policy implementation and expansion of access. The Department prides itself on the following organisational improvements: good data and information, integrated planning and reporting, the electronic business process, appointments at Senior Management Service (SMS) level for improved service delivery, and online training programmes and business processing intended to up-skill the staff for enhanced productivity.

As the education sector implements the 2019-2024 Medium-Term Strategic Framework, the following three MTSF interventions have been identified as areas of improvement:

- Introduction of a better accountability system for principals, which should be fair, based on appropriate data, and take into account the socio-economic context of schools;
- Promotion of more effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology-enhanced in-service training; and
- Increased access among historically disadvantaged learners to “niche” subjects such as those focusing on engineering and computing.

The basic education sector has indisputably been the flagship programme of the Presidential Youth Employment Initiative (PYEI). The sector created employment opportunities for more than 320 000 Education and General Education Assistants who were placed in schools around the country. In the first phase in addition, more than 27 600 School Governing Body (SGB) funded posts in public and at government-subsidised independent schools, were saved because of the funding provided to assist these schools. These posts came under threat due to schools experiencing financial distress, as a result of parents not being able to pay school fees, due to the economic effects of COVID-19. The young people gained valuable skills and experiential learning, placing them in good stead to participate in the labour market.

To enhance learning outcomes, a total number of 61 027 095 Grades R to 9 Volumes 1 and 2 workbooks were delivered to 23 094 schools that had placed orders for the 2021 academic year.

In the 2020 National Senior Certificate (NSC) examinations, 70 565 progressed learners registered for the examinations, 24 244 of whom passed the 2020 NSC examinations. Progressed learners are candidates who would have failed the Grade 11 examination or the Grade 10 examination for the second time and would have spent more than four years in the phase and therefore had to be condoned into Grade 12. With the appropriate support, 24 244 of these progressed learners attained the National Senior Certificate. These learners would have been high-school dropouts. It is also encouraging to note that of the 24 244, 3 026 of these candidates obtained admission to bachelor studies and 10 107 obtained admission to Diploma Studies. This implies that a total of 13 133 of these progressed learners now have a golden opportunity to access higher education institutions.

The Head of Education Departments Committee approved Guidelines for the 2021 SGB Elections which contained three (3) election modes that responded to COVID-19 protocols and the Alert Risk Levels. The Government Gazette to announce the election period as 1 March to 30 April 2021 was issued. The 2021 SGB Elections at Abram Hlophe Primary School in Katlehong under the theme Reimagining School Governance Under Complex Conditions was launched. The training sessions to all Circuit Managers on how to manage the 2021 SGB elections to ensure uniformity in the sector was conducted.

To guide the function shift process, the following structures have been set up:

- Inter-departmental Project Steering Committee (PSC): To provide overall oversight, coordination and alignment to guide the function shift strategically.
- Inter-departmental Project Management Team (PMT): To manage the technical team.
- Inter-departmental Technical Teams: To guide the technical work needed to affect the function shift.

The DBE has drafted a number of Standard Operating Procedures (SOPs) directing the schools and the whole sector on COVID-19 regulations to ensure that protocol is followed during the closing and opening of schools as the pandemic prevails.

In response to the MTSF 2019-2024 targets, the implementation of the Education Facility Management System (EFMS) was completed in February 2021 and is operational and hosted by SITA.

The Department has seen an improvement on Audit outcome from qualified in the past three (3) years to unqualified with findings in 2020/21. The Audit report confirms that the reported performance information is useful and reliable, in accordance with the applicable criteria as developed from the performance management and reporting framework.

Table 1. Departmental receipts

Departmental receipts	2020/2021			2019/2020		
	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	2 682	1 941	741	2 867	3 044	(177)
Interest, dividends and rent on land	7 000	1 031	5 969	11 000	11 137	(137)
Sale of capital assets	15	-	15	15	-	15
Financial Transactions in assets and Liabilities	300	401	(101)	1 000	1 529	(529)
Total	9 997	3 373	6 624	14 882	15 710	(828)

Table 2. Tariffs

Certification	Tariff R
Replacement and re-issue of a Senior Certificate/National Senior Certificate	130
Changes or amendments on certificates (re-issue)	130
Confirmation document issued prior to the certificate (system generated document)	50
Letter to embassy and authentication of qualifications (work/study abroad)	50
Re-issue of a statement of results (provincial)	50
Replacement of Standard 6,7,8,9 and Standard 10 practical certificates	130
Replacement of Teacher's certified statement/diploma	130
Statement of teacher qualifications	50
Verification of qualification prior to 1992 for government organisations	50
Verification of qualification prior to 1992 for non-government Institutions	72
Examination Fees	
Re-mark	120
Re-check	29
Viewing	234

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	2020/2021			2019/2020		
	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	504 063	486 123	17 940	518 342	509 388	8 954
Curriculum Policy, Support and Monitoring	1 844 561	1 741 905	102 656	1 944 506	1 880 879	63 627
Teachers, Education Human Resources and Institutional Development	1 415 343	1 395 395	19 948	1 383 888	1 367 945	15 943
Planning, Information and Assessment	11 708 938	11 375 084	333 854	13 106 706	12 586 411	520 295

Programme Name	2020/2021			2019/2020		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
Educational Enrichment Services	7 922 067	7 902 118	19 949	7 511 089	7 506 940	4 149
Total	23 394 972	22 900 625	494 347	24 464 531	23 851 563	612 968

Table 4. Expenditure per economic classification

	Final Appropriation	Actual Expenditure	Percentage
	R'000	R'000	%
Current Payments			
Compensation of Employees	547 905	497 659	90.8%
Goods and Services	1 723 324	1 825 402	105.9%
Interest on Land	42 663	42 661	100.0%
Transfers and subsidies	19 441 623	19 417 579	99.9%
Payments for capital assets	1 638 382	1 116 500	68.1%
Payments for financial assets	1 075	824	76.7%
Total	23 394 972	22 900 625	97.9 %

Virements: As approved by National Treasury (Treasury approval no.9/4/4/4/13 dated 7 December 2020), the Department shifted R2.825 million from the Matric Second Chance Programme in Programme 2 to Programme 4: Planning Information and Assessment to increase the transfer payment to the National Education Collaboration Trust (NECT). The savings for foreign transfers were to be utilised solely on debts to be written off within the programmes where transfers were made. The funds were shifted as follows.

Table 5. Virement/Roll-overs

Shifted from	R'000	Shifted to	R'000
Programme 2: Curriculum Policy, Support and Monitoring	(2 825)	Programme 4: Planning, Information and Assessment	2 825
Programme 4: Planning, Information and Assessment	(15 000)	Programme 4: Planning, Information and Assessment	15 000

Roll overs: An amount of R474.9 million was approved as roll-over for the 2020/21 financial year. The roll-over was granted for School Infrastructure Backlogs Indirect Grant (Sanitation projects **SAFE**).

Public-Private Partnerships (PPP): The PPP agreement with the Sethekgo Private Party is in its operational phase and in the 11th year of the 25-year contract.

Discontinued activities/activities to be discontinued: There are no activities that have been discontinued or are to be discontinued. As such there are no reasons for discontinuance, nor are there any effects on the operations and service delivery by the Department. The financial implications are also not applicable. All services that are contracted with the Private Party are still provided. The new service that the Private Party was requested to manage on behalf of the Department, 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 bids concluded for the year under review. The Department is reviewing systems and processes to prevent irregular expenditure. There is a lack of skilled human resources within SCM which poses a risk in terms of the Directorate functioning the way it is supposed to. This results in delays in the procurement processes which eventually affects the Department negatively in ensuring that the objectives are met.

There has been engagement with the Staffing Services Directorate to assist in making posts available which can assist in recruiting the relevant personnel. So far five (5) interns have been recruited and one (1) Deputy Director who is responsible for demand and performance management within the Supply Chain Management. Even though the recruitment process has been done as indicated, the challenge of inadequate skilled human resources within Supply Chain Management still exists.

The following deviations/exemptions were requested from the National Treasury and were supported according to the following SCM regulations/prescripts: Paragraph 16A6.4 of the Treasury Regulations, “If in a specific case it is impractical to invite competitive bids, the accounting officer or accounting authority may procure the required goods or services by other means, provided that the reasons for deviating from inviting competitive bids must be recorded and approved by the accounting officer or accounting authority”; and

Paragraph 8.5 of National Treasury Instruction 3 of 2016/2017 states that “Any other deviation will be allowed in exceptional cases subject to the prior written approval from the relevant treasury”.

Table 6. Exemptions and deviations received from the National Treasury

No.	Name of company	Description	Amount	Start and End period
1.	Pioneer Printers	Procurement of Braille Workbooks directly from Pioneer Printers	Estimate R5 000 000.00	March 2020 until 31 March 2021
2.	Independent Examination Board (IEB)	Appointment of a service provider to provide question papers for the non-official languages for the NSC Examination	R5 526 449.00	November 2020 until June 2022
3.	State Information Technology Agency	LAN/ Desktop Support Services to the DBE for 6 months.	R5 224 033.72	6 months (from 25 November 2020)
4.	Spot on Trading	Procurement of cloth masks for the Gauteng and Limpopo Provincial Departments of Education.	R19 500 000.00	Once off
5.	Nxekula General Trading CC	Procurement of cloth, masks for the Mpumalanga Department of Education	R9 600 000.00	Once off
6.	Impofu Engineering Services	Procurement of cloth masks for the North West Provincial Department of Education	R9 650 000.00	Once off
7.	Spot on Trading	Procurement of cloth masks for the North West Department of Education through a variation	R1 072 500,00	Once off
8.	Nxekula General Trading CC	Procurement of cloth masks for the North West Department of Education through a variation	R1 056 000,00	Once off

No.	Name of company	Description	Amount	Start and End period
9.	Impofu Engineering Services	Procurement of cloth masks for the North West Department of Education through a variation	R1 089 000,00	Once off
10.	ESRI- South Africa	Procurement of ESRI licenses, maintenance and support services.	R2 542 432.65	January 2021 to December 2023

Procurement in response to COVID-19, the Accounting Officer was delegated to approve the transaction as per National Treasury Instruction No 5 of 2020/2021.

The Department did not convene events after the reporting period for the financial year.



Mr HM Mveli

Accounting Officer

Department of Basic Education

September 2021

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 is free from any omissions.

The annual report has been prepared in accordance with the guidelines on the annual report as 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 2021.

Yours faithfully



Mr HM Mveli
Accounting Officer
September 2021

6. STRATEGIC OVERVIEW

6.1. Vision

To contribute to 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

To provide leadership in the establishment of a South African schooling system for the 21st century.

6.3. Values

The Department of Basic Education adheres to the following values:

Children

Placing the interests of our children first.

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

Co-operating 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.

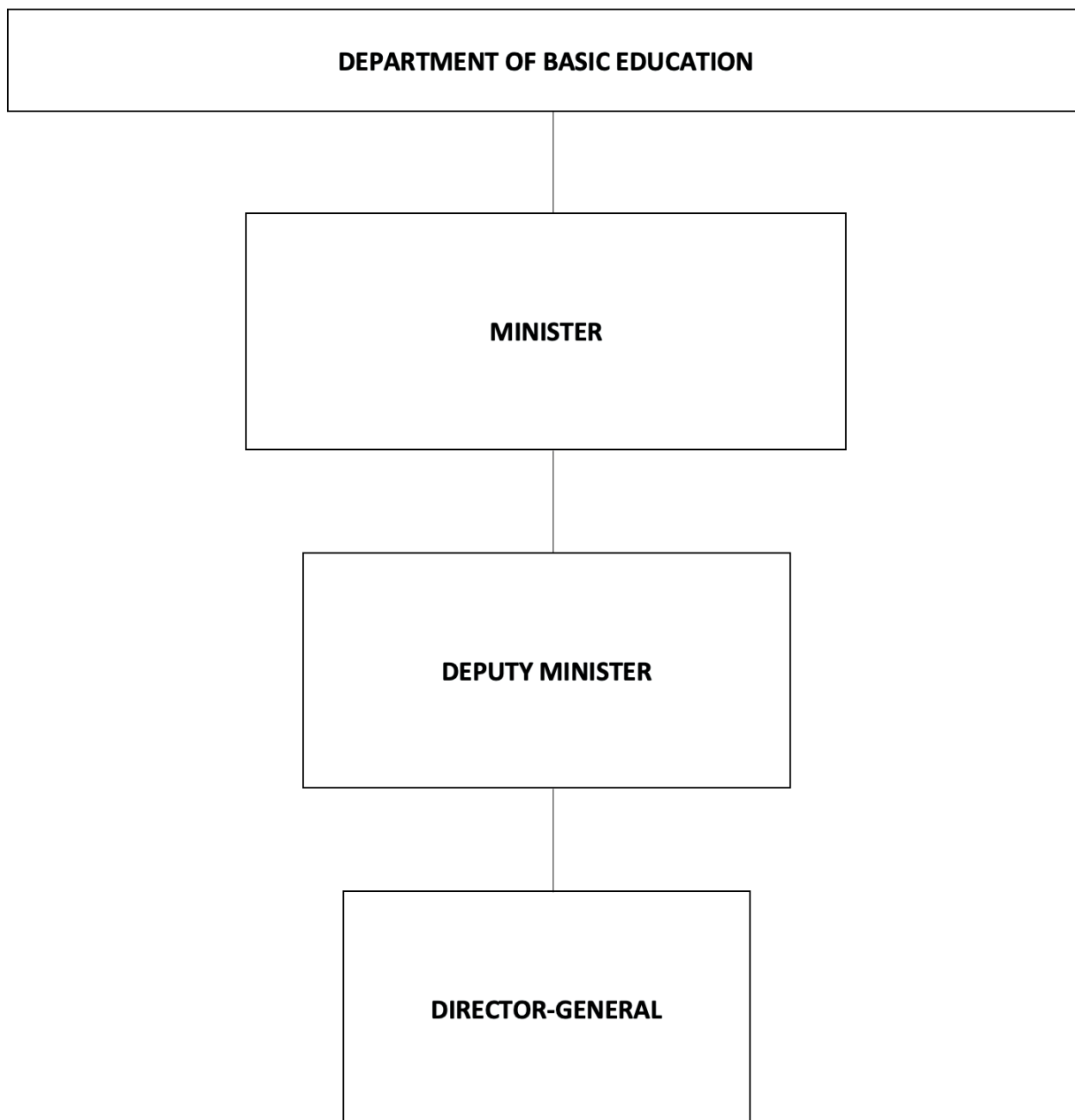
7. LEGISLATIVE AND OTHER MANDATES

The Constitution of the Republic of South Africa, 1996: 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.

Since 1994, a number of policies have been implemented and legislation promulgated to create a framework for transformation in education and training. A summary of key legislation follows below:

- **The National Education Policy Act, 1996 (Act No. 27 of 1996) (NEPA):** The NEPA inscribed into law the policies, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers, as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that would collaborate in the development of a new education system. NEPA therefore provided for the formulation of national policy in both the general and further education and training bands policies for, inter alia, curriculum, assessment, language, and quality assurance. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule 3 of the Constitution.
- **South African Schools Act, 1996 (Act No. 84 of 1996), as amended (SASA):** SASA provides for a uniform system for the organisation, governance and funding of schools. It ensures that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14 years.
- **Employment of Educators Act, 1998 (Act No. 76 of 1998):** The Employment of Educators Act, 1998 provides for the employment of educators by the state and for regulation of the conditions of service, discipline, retirement and discharge of educators.
- **South African Council for Educators Act, 2000 (Act 31 of 2000) (SACE Act):** This act and the resultant professional council, the South African Council for Educators (SACE), regulate the teaching corps.
- **National Qualification Framework Act, 2008 (Act No. 67 of 2008) (NQF Act):** The NQF Act provides for the establishment of the National Qualifications Framework (NQF), which forms the scaffolding for a national learning system that integrates education and training at all levels. The launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001, reinforced to establish an integrated education, training and development strategy that would harness the potential of our adult learners. The design of the NQF was refined with the publication of the Higher Education Qualifications Framework in Government Gazette No. 928, 5 October 2007, to provide ten levels of the NQF. The school and college level qualifications occupy levels 1 to 4 as in the original formulation, with plans to accommodate some of the college level qualifications at level 5. Higher education qualifications in the new formulation of the NQF occupy six levels, levels 5 to 10. Levels 5 to 7 are undergraduate and levels 8 to 10 are postgraduate.
- **General and Further Education and Training Quality Assurance Act (GFETQA), 2001 (Act No. 58 of 2001):** The GFETQA provides for the establishment, composition and functioning of the Quality Council, to provide for the norms and standards for curriculum and assessment and the issuing of certificates at exit level.

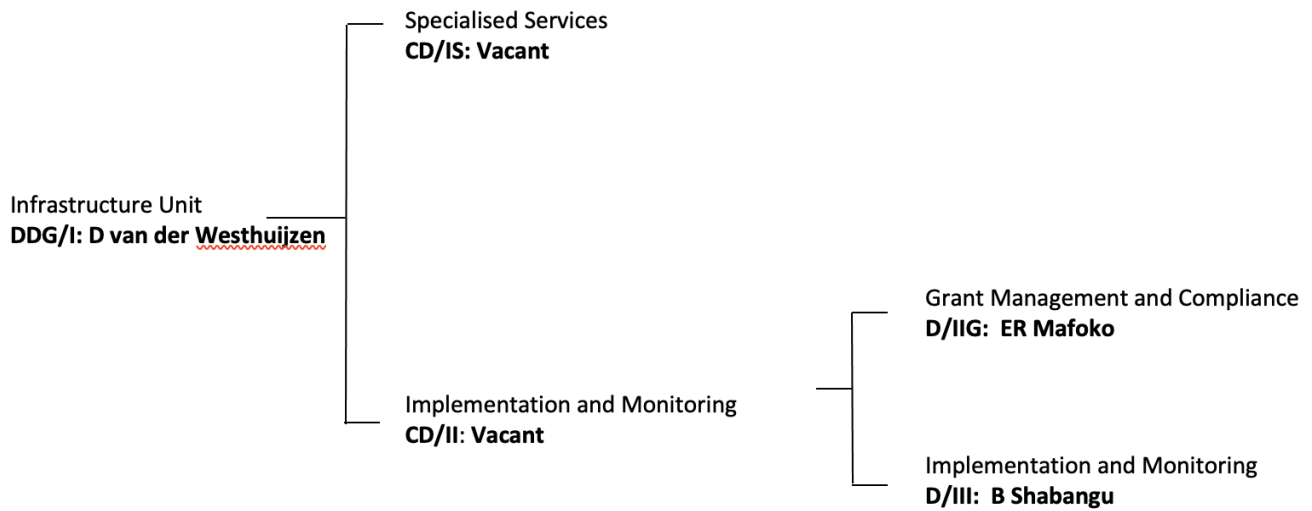
8. ORGANISATIONAL STRUCTURE

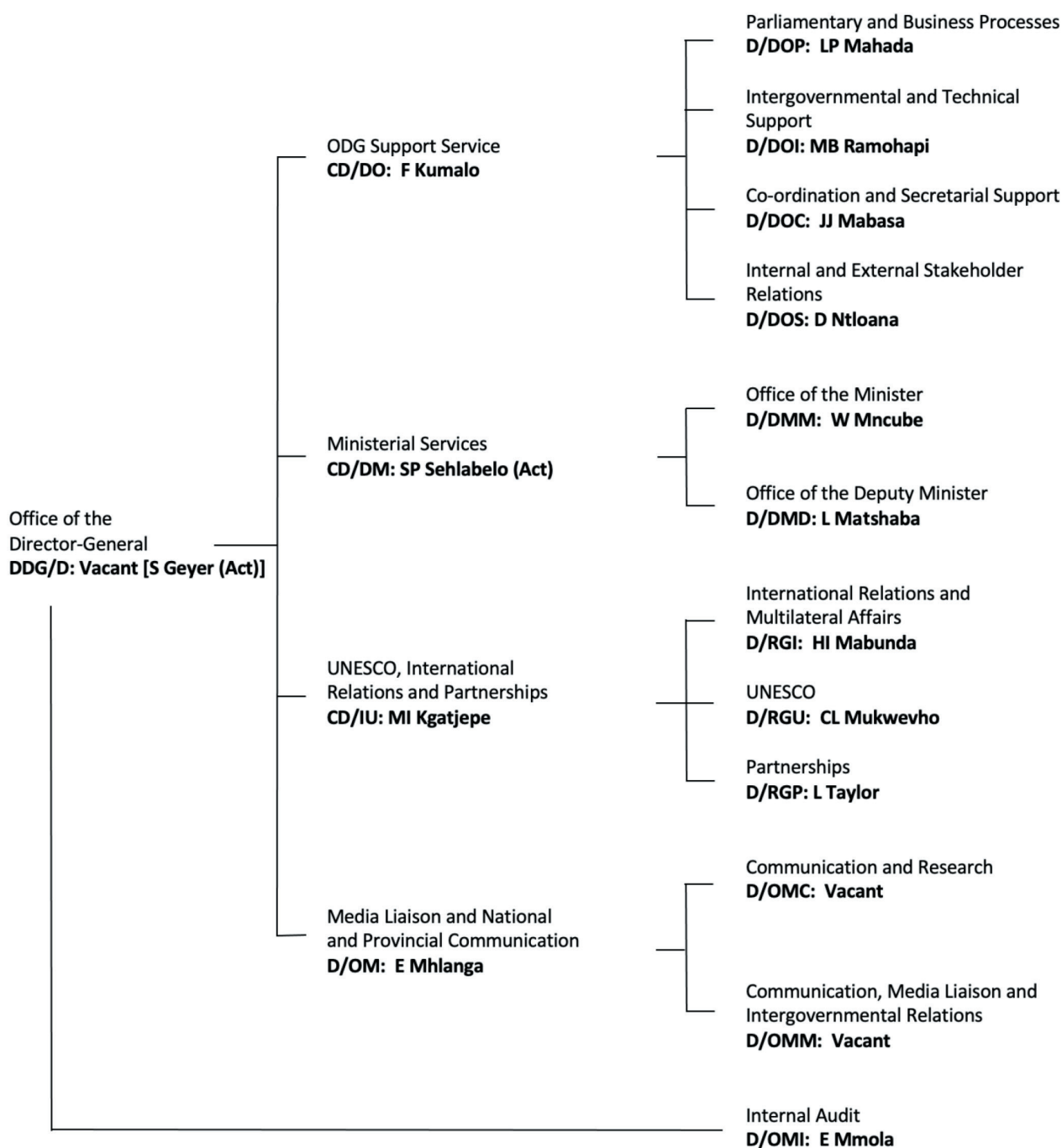


Branch:

Chief Directorate:

Directorate:



Branch:**Chief Directorate:****Directorate:**

Branch:

Chief Directorate:

Directorate:

Business
Intelligence
DDG/B: Vacant

Strategic Planning, Research
Evaluation and Monitoring
CD/BP: CO Nuga-Deliwe

Information and Management
Systems
CD/BI: ATB Mpanza

Strategic Planning and Reporting
D/BPS: NL Mbonambi

Research Co-Ordination, Monitoring
and Evaluation
D/BPR: SGS Taylor

EMIS
D/BIE: A Suleman

Government Information Technology
Services
D/BIG: TH Dumezulu

Branch:

Chief Directorate:

Directorate:

Curriculum Policy,
Support and Monitoring
DDG/C: Vacant

Curriculum Implementation
and Monitoring
CD/CC: MT Simelane

Public Examinations and
Assessments
CD/CP: RR Poliah

Curriculum, Implementation and
Quality Improvement (FET)
D/CCS: CT Weston

Curriculum, Implementation and
Quality Improvement (GET)
D/CCC: MK Modiba (Act)

Inclusive Education
D/CCI: EJ Ngcobo

Public Examinations
D/CPP: P Ogunbanjo

Assessment
D/CPA: M Chetty

Exams and Assessment Systems
Administration
D/CPE: HM Visagie

Branch:

Chief Directorate:

Directorate:

Teachers, Education Human
Resources and Institutional
Development
DDG/T: SG Padayachee

Education Human
Resources Management
CD/TE: S Faker

Education Human Resources
Development
CD/TH: Vacant

Curriculum and Professional
Development Institute
CD/TC: TE Rabotapi

Education Labour Relations and
Conditions of Service
D/TEL: MJ Galorale

Education Human Resource
Planning, Provisioning and Monitoring
D/THE: L Munday

Educator Performance Management
and Development and Whole School
Evaluation
D/TEP: H Karimulla

Continuing Professional Teacher
Development
D/THC: VJA Hofmeester

Initial Teacher Education
D/THD: G Coetzee

Curriculum Research
D/TCR: AE Nkosi

Teacher Development Implementation
D/TCI: PK Dikgomo

Branch:**Chief Directorate:****Directorate:**

Delivery and Support
DDG/D: S Geyer

Planning and Implementation Support
CD/DP: Vacant

Provincial Monitoring
CD/DM: STE Mlambo

Provincial Intervention
CD/DI: DJ Ngobeni

NEEDU
CD/DN: S Sithole

Foundations for Learning
CD/DF: Vacant

Curriculum and Quality Enhancement Programmes
CD/PC: AS Tlhabane

Provincial and District Planning and Implementation Support
D/DPP: PM Tshabalala

School Level Planning and Implementation Support
D/DPS: MB Fuzile

Education Management and Governance Development
D/DPE: J Ndlebe

School and District Incident Management and Support
D/DMM: SP Sehlabelo

QLTC
D/DMQ: AT Hlakula

Early Childhood Development
D/DFC: Vacant

Early Childhood Care: 0 - 4
D/DFL: Vacant

Reading
D/DFR: K Manona

MST, E-Learning and Research
D/DCM: EM Khembo

Enhancement of Programmes and Evaluation of School Performance
D/DCP: Vacant

Rural Education
D/DCRE: PN Langa

Branch:

Chief Directorate:

Directorate:

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

Social Cohesion and Equity in Education
D/SSC: L Bottoman

Care and Support in
Schools
CD/SH: Vacant

Health Promotion
D/SHH: MS Ndlovu

Psycho-Social Support
D/SHP: Vacant

School Nutrition
D/SHN: NS Sediti

Branch:**Chief Directorate:****Directorate:**

Finance and Administration
DDG/A: PRM Khunou

HR Management, Development,
Labour Relations
CD/AP: MS Pillay

Legal and Legislative
Services
CD/AL: SD Misser

Financial Management
Services
CD/AF: N Molalekoa

HR Management and Administration
D/APS: B Le Roux

HR Development and Social Responsibility
D/APT: TC Khoza

Labour Relations
D/APR: LP Makobe

Legal Services
D/ALL: CA Leukes

Legislative Services
D/ALS: CK Ledwaba

Financial Services
D/AFA: OG Serache (Act)

Security and Asset Management
D/AFS: JSF Visser

Supply Chain Management
D/AFL: NG Thebe

Project Management
D/AFP: AT Nkomo

Donor Grant Management
D/AFD: GA Macquela

Provincial Budget and Monitoring
D/AFB: GB Modise

9. ENTITIES REPORTING TO THE MINISTER

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

Table 7. 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 Auditor-General of South Africa (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 page 282-289 of the Report of the Auditor-General, published as Part E: Financial Information.

2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

2.1. Service Delivery Environment

ACCESS TO PRE-SCHOOLING EXPANDED TO 95 PERCENT AND QUALITY IMPROVED

During the year under review, a draft booklet on the Understanding of Qualifications in Early Childhood Development (ECD) was developed for the ECD practitioners.

Deputy Directors-General were appointed to lead the function shift process in the provinces and the national project management team meets with them once every two (2) weeks to receive progress reports. The final proclamations were certified by the Office of the Chief State Law Advisor (OCSLA) confirming 1 April 2022 as the date of the implementation of the ECD function shift. The proclamations have been translated into ten (10) of the 11 languages. A Memorandum of Understanding (MoU) was drafted to regulate the transition period in 2021 and both departments are in agreement on the contents of the MoU. The final diagnostic report on the current funding model for ECD has been approved. Early Learning National Assessment (ELNA) instruments were finalised, versioned into all official languages and quality assured for use in assessing learning progress in the sector. A joint briefing on ECD was held with the Portfolio Committees responsible for Basic Education and Social Development on 16 March 2021, this was preceded by briefings between the Ministers of Basic Education and Social Development.

MORE CHILDREN IN FOUNDATION PHASE ACQUIRE LEVELS OF LITERACY AND NUMERACY REQUIRED FOR MEANINGFUL LIFELONG LEARNING IN 2024

Systemic Improvement of Language and Numeracy in the Foundation Phase (SILN): The procurement process for the training of Foundation Phase Teachers, Departmental Heads and Subject Advisors is in progress.

Early Grade Reading Assessment (EGRA): Ten (10) schools were monitored in eight (8) Provinces on the implementation of the Early Grade Reading Assessment (EGRA). The monitoring results indicate that teachers still need more support on the implementation of EGRA and in certain instances training is needed.

Early Grade Reading Study (EGRS) Reading Support Project (RSP): Structured lesson plans and materials have been implemented in 260 schools in Grades 1 to 3 for English First Additional Language (EFAL) and Setswana in the North West. On-site coaching has been taking place in 140 of these schools.

Pilot in Teaching Mathematics for Understanding is being implemented in EC, KZN, and LP since 2019 in Grade 1-3, has continued in 2020 in Grade 1-4 and in 2021 in Grade 1-5.

Primary School Reading Improvement Programme (PSRIP): The scaling up of the PSRIP from inception to 2020 has impacted approximately 1 500 000 learners; all Foundation Phase Subject Advisors; all Intermediate Phase Subject Advisors; about 30 000 teachers (Foundation Phase + Intermediate Phase) and 6 924 schools.

Coding and Robotics: The Minister gazetted the draft CAPS for Coding and Robotics Grade R-9 for Public Comment on 19 March 2021.

IMPROVED QUALITY OF LEARNING OUTCOMES IN THE INTERMEDIATE AND SENIOR PHASES, WITH INEQUALITIES REDUCED BY 2024

INTERVENTIONS TO IMPROVE PERFORMANCE IN TIMSS MATHEMATICS AND SCIENCE (GRADE 5 AND GRADE 9)

Recovery Annual Teaching Plans with a strong focus on Reading for Meaning have been developed. The Department has developed the **Mathematics** and **Natural Sciences** curriculum policy support documents to improve Science for Grades 5 and 9. Mount Frere, Butterworth and Uitenhage districts have established Professional Learning Communities (PLCs) for Lesson Study.

A workshop was organised after the release of the Trends in International Mathematics and Science Study (TIMSS) results by the Minister, with all provincial subject specialists for Mathematics and Science Grade 4-9, facilitated by Human Sciences Research Council (HSRC), to understand the 2019 TIMSS reports for Grade 5 and 9, the challenges experienced by learners and seeking solutions for intensifying interventions in the Intermediate Phase and Senior Phase. PEDs have been encouraged to join Western Cape and Gauteng Provinces in participating in HSRC curriculum preparation workshops to improve performance in TIMSS.

INTERVENTIONS TO IMPROVE PERFORMANCE IN SOUTHERN AND EASTERN AFRICA CONSORTIUM FOR MONITORING EDUCATIONAL QUALITY (SEACMEQ) MATHEMATICS (GRADE 6)

A Framework for the Review of the Grade 4-9 Department of Basic Education (DBE) workbooks was developed as well as teacher guides that will be aligned to the stateowned textbooks. This will assist to guide teachers in ensuring learners improve performance in Mathematics.

Systemic Evaluation: The test instruments for Grade 9 have been finalised and will be administered in October 2021. The draft Coding and Robotics curriculum was sent to Umalusi for evaluation and quality assurance. The National Training Team members from Gauteng, Free State, Limpopo and Mpumalanga were orientated on the draft Coding and Robotics Grade R-9 Draft Curriculum from 08-12 March 2021 and EC, KZN, NW, NC and WC from 15-19 March 2021.

MORE LEARNERS OBTAIN A NATIONAL SENIOR CERTIFICATE (NSC) WITH EXCELLENT MARKS IN CRITICALLY IMPORTANT SUBJECTS BY 2024

Umalusi has provisionally approved the draft General Education Certificate (GEC) policy framework which will be published for public comments. Six (6) Provinces (FS, GP, KZN, MP, NC, and NW) have been visited for advocacy awareness roadshows and to monitor the state of readiness of the pilot for the Coding and Robotics.

Marine Sciences was promulgated on 27 November 2020. The first Grade 12 cohort of 13 learners will write the 2021 NSC Examination. Enrolment started with 23 learners in 2019 and has increased to 322 in 2021.

A total of 5 372 teachers have been trained in Mathematics and 1 586 trained in Languages. Teacher training has been affected by COVID-19 in 2020 as it is normally face-to-face.

To increase the number of learners who pass National Senior Certificate and Senior Certificate, The Second Chance Matric Programme provided support to more than 122 000 learners through broadcasting, online platforms and provision of Learning and Teaching Support Materials (LTSM). More than 60 000 learners have achieved subject passes through the support of the Second Chance Matric Programme.

Three Stream Model: Technical subjects have been implemented in Grade 10 -12 including Technical Mathematics and Technical Sciences and the Project Manager has been appointed. The details for the pilot have been communicated to schools and the Occupational Curriculum and Assessment Policy Statements (CAPS) documents (22 Occupational subjects (Year 1-Year 4) were submitted to Umalusi for appraisal in January 2021.

The 103 schools that will pilot Occupational subjects in nine (9) PEDs, have been audited. The CAPS; learner and teacher guides for Year 1 – 4, Grade 8 and 9 have been developed in preparation for the pilot and full-scale implementation.

Focus Schools: Consultations between the DBE and PEDs have resulted in the development of a Framework for the definition/classification, establishment and management of Focus Schools.

MORE LEARNERS AND TEACHERS FEEL RESPECTED AND LEARNING IMPROVES BY 2024

A total of 32 schools have been completed and handed over for use in the 2020/21 financial year, and the cumulative total of 279 since inception of the Accelerated School Infrastructure Delivery Initiative (ASIDI) programme.

101 schools have been provided with water for the 2020/21 financial year. A total of 1 057 since the inception of the programme.

298 schools have been provided with sanitation facilities through ASIDI and SAFE for the 2020/21 financial year and a total of 1 720 since the inception of the programmes.

Takeover and implementation of the Education Facility Management System (EFMS) was completed in February 2021 including Hosting; Data Migration; Training of PEDs; Migration of EFMS1 to EFMS 2; and Mobile Application activation.

A total of 214 special schools were provided with a school-based solution consisting of assistive devices, Information and Communication Technology (ICT) equipment, and connectivity through the Universal Service Access Obligations (USAO) initiative (Vodacom - 140 schools; Liquid Telecom -19 schools; MTN - 54 schools; and Cell C - 1 school).

Telecommunication companies provided 191 Special Schools with ICT devices, assistive technologies as well as appropriate software for teaching and learning (Vodacom-140, MTN-31, Liquid Telkom-19 and Cell C- 1). Furthermore, all these schools have been provided with connectivity as part of the USAO rollout. However, the connectivity provided to schools is not appropriate for teaching and learning. Schools will still be provided with broadband connectivity.

Workbooks: The DBE continued to deliver outstanding volumes 1 and 2 workbooks to public schools in order to achieve 100% delivery levels. 61 027 095 Grades R to 9 volumes 1 and 2 workbooks were delivered to all 23 094 schools that placed workbook order is for the 2021 academic year.

Digitised Books: The development of Grade 10 – 12 Business Studies State-owned Textbooks funded by ABSA Bank is in progress, and a project managing agency was appointed to manage the development process. A framework to inform the authoring and digitisation of the textbooks has developed by a team of DBE and PED Business Studies specialists.

2.2. Service Delivery Improvement Plan (SDIP)

The DBE has a Service Delivery Improvement Plan (SDIP) in place which focuses on certification in relation to the National Senior Certificate (NSC)– an important qualification that is essential in the world of work and post-school study. Umalusi, which is the Quality Assurance Council for General and Further Education and Training is responsible for the issuing of certificates and the Department together with the PEDs, are responsible for the administration of the public examinations. Examinations are also conducted by private assessment bodies. The qualifications relating to Grade 12 which fall under the quality assurance responsibility of Umalusi is the Senior Certificate (SC) and the NSC.

Certificates are issued to candidates after the examination is written and provided the candidate has satisfied all the requirements of the qualification. These certificate requests are submitted by the PEDs directly to Umalusi and this process does not involve the DBE. The DBE together with the PEDs will on a continuous basis receive requests for a re-issue, replacement or combinations and the SDIP is based on these requests that are received by the DBE.

The DBE receives and processes the applications and transfers the application forms to Umalusi for the issuing of the Matric certificates. The DBE issues the statement of results immediately to the applicant while waiting for the certificate to be issued by Umalusi.

The process regarding the re-issue, replacement and combination of a certificate involves both the Department of Basic Education and Umalusi, and the roles and responsibilities are divided as follows from the point of application to the collection of a certificate:

Table 8. Process map and responsibility

Roles of DBE in certification	Roles of Umalusi in certification
Applications for a re-issue, a replacement certificate or a combination of results are received.	Request for certificates received in the form of dataset.
Combination of subject results (different examination sittings)	Verifies candidates' results on data set.
Certification request (dataset) submitted to Umalusi for processing	Approves the reissue/replacement based on verification
Printed certificates are collected from Umalusi	Prints the certificate
Distribution and filing of printed certificates.	Informs DBE of readiness to collect
Verification of SC and NSC Qualification	
Issuing of Statement of Results	

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 (NQF). 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 data sets are finalised by the respective assessment bodies and sent through for certification. Bulk certification traditionally takes place in April and May of each year.

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 is operating within two (2) seasons (peak and off-peak seasons). The peak seasons are during January - February and July - August after the NSC and SC results are released and queries are frequent, hence the service delivery pressure associated with certification. In addition, there are many Higher Education Institutions (HEIs) located in Pretoria and Johannesburg and the DBE is ideally located for application and collection of (a) statement of results, or (b) lost/duplicate certificate or (c) 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 duplicates certificates or certificates from a combination of results from different sittings, has not improved to the required standard that is two (2) weeks and this necessitates having a Service Level Agreement in place with Umalusi to improve.

The tables below highlight the service delivery plan and the achievements to date. However, the DBE, in recognising the span of control of the different bodies, has undertaken to develop indicators for each of the process stages associated with the application to the issuing process for the DBE only. 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 the certification value chain.

Main services and standards:

Table 9. Main services and standards

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement in 2020/21
Issue replacement/duplicate and combination certificates	Former matriculants; Employment Institutions	Turnaround time for the replacement of certificates at the beginning of 2020/21 was 3 weeks	Turnaround time reduced to 2 weeks for all applications	Turnaround time at the end of 2020/21 year is 2 weeks for 50% of the applicants

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement in 2020/21
Statement of results	Former matriculants	Issued within 2 hours, to 95% of the applicants	Issued to all applicants within 2 hours of the application being received.	2 853 applications were received and all 2 853 applications were processed within 2 hours of being received.

Minimum requirements for Certification:

Table 10. Minimum requirements for Certification

Application	Required documents per application
Replacement of certificate	- Minimum pass requirements attained in the National Senior Certificate (NSC), Senior Certificate (SC) and Amended Senior Certificate (ASC). - Certified copy of Identity Document - Affidavit from Commissioner - Payment
Statement of Results	- Minimum pass requirements attained in the NSC and SC. - Certified copy of Identity Document - Payment
Combination of Results	- Minimum pass requirements attained in the NSC and SC - Certified copy of Identity Document - Payment

Batho Pele arrangements with beneficiaries:

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

Table 11. Batho Pele arrangements

Current/actual arrangements	Desired arrangements	Actual achievements
Turnaround time for the replacement of certificates at the beginning of 2020/21 was 3 weeks	Turnaround time reduced to 2 weeks Standard-50% applications to be completed	Turnaround time in 20120/21 is 2 weeks for 50% of the applications.
The Department communicates with clients via email, post and telephone Certificationapplications@dbe.gov.za Toll-free line 0800 202 933 Certification Call Centre: 012 357 4511 Private Bag X895, PRETORIA, 0001	On-line application “SMS” facility to communicate immediately with Suggestion box at the centre of Certification Unit	On-line 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 Address: Sol Plaatje House Public Certification 222 Struben Street Pretoria 0001	Online application	On-line application is functional and has been rolled out to all 9 provinces

Annual application process for Certificates:

Table 12. Annual application process for Certificates

Action	Received	Processed	Comments and expected rewards
Application Received for certificates	4 721 on-line applications 3 740 walk-in applications	8 461	During this COVID-19 period more applications were received via the on-line applications system and fewer walk-in applications
Certificate requested from Umalusi	8 461	8 461	
Certificate issued by Umalusi	8 140	8 140	321 certificate requests were rejected by Umalusi due to data queries
Verification requested	6 510	6 510	
Statement of Results processed	2 853	2 853	Issued within 2 hours of the receipt of the application

Complaints mechanism: The applicants may call the toll-free number or telephone numbers provided if they are not happy about the service.

Table 13. 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 office of the Director-General	Response to complaints via letters/e-mail Complaints are monitored	Response to complaints via letters/e-mail Complaints monitored
Toll-free line: 0800 202 933 Certification Call Centre: 012 357 4511	Toll-free line: 0800 202 933 Certification Call Centre: 012 357 4511	Toll-free line: 0800 202 933 Certification Call Centre: 012 357 4511

2.3. Organisational environment

The following key Senior Management Services (SMS) posts were filled, thereby ensuring adequate human resources for the attainment of outcomes *for Action Plan to 2024: Towards the Realisation of Schooling 2030*.

The following key appointments were made:

- Director: Government Information and Technology Officer (GITO);
- Director: Labour Relations;
- Director: Education Labour Relations and Conditions of Services;
- Chief Director: Education Human Resource Management; and
- Director: Curriculum Implementation and Quality Improvement (GET).

In terms of addressing gender equity at the Senior Management Level during the year under review, the DBE had a ratio of 35% female appointments to 65% male appointments. At Middle Management Services (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 59% female to 41% 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 has been 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, 180 employees attended skills development and training programmes as well as the compulsory induction programme during the year. This is an ongoing process that is dependent on quarterly and annual Performance Management and Development System (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 every year. Poor performance was monitored with the Director-General instructing Branch Heads to monitor and report on poor performance in relation to assessment. The DBE submits the reports of poor performance to the Department of Public Service and Administration (DPSA).

The DBE has appointed an onsite doctor as part of the Employee Assistance Programme (EAP). The onset of the COVID-19 pandemic has, however, prevented the normal health and wellness campaigns organised by the DBE.

2.4. Key policy developments and legislative changes

Basic Education Laws Amendment (BELA) Bill: Both the Office of the Chief State Law Advisor and the Presidency has issued a certification and sign-off report respectively. The DBE is currently in the process of securing meetings to present the BELA Bill to HEDCOM, CEM, the Working Group and SPCHD cluster.

Children's Bill Second Amendment: The Portfolio Committee on Social Development has recommended that the Children's Second Amendment Bill should be consulted with all interested government Departments, municipalities and other entities. A Task Team has been established to consult and DBE is part of the committee since chapter 6 of the Children's Act will ultimately rest with the DBE.

Regulations pertaining to Special School Hostels: The Task Team is looking into the costing of the Draft Regulations in relation to the provision of infrastructure of the hostel facilities. Line function and PED's are revising the data on NEIMS which will serve as guidance on the maintenance and refurbishment of existing hostel facilities.

Admission Policy: A Task Team which consist of Heads of Education Departments Committee (HEDCOM) Legal Subcommittee members, relevant line functions in the DBE and the Department of Home Affairs (DHA) has been established to peruse the comments and consolidate the Admission Policy. The Task Team meets on a weekly basis to peruse the comments.

Regulations relating to minimum uniform norms and standards for public school infrastructure: The amendments on the norms pays focus on regulation 4 in order to comply with the judgement handed in favour of Equal Education in the matter of Equal Education v Minister of Basic education and others delivered on 19 July 2018.

Other Policies, Notices and Circulars provided by the DBE include the following:

- a) Directions made in terms of regulation 4(3), read with regulation 33a (1) and (4), of the Regulations made under the Disaster Management Act, 2002 (Act No. 57 of 2002), regarding the Re-Opening of Schools and Measures to Address, Prevent and Combat the Spread of COVID-19 in the National Department of Basic Education, all Provincial Departments of Education, all Education District Offices and all schools in the Republic Of South Africa (as amended);
- b) Proclamation for transferring Early Childhood Development (ECD) to DBE;
- c) Policy for the re-issue of the National Senior Certificate;
- d) Guidelines on the Roles and Responsibilities of Umalusi on the gazetting of regulations and policy;
- e) Draft Policy for the General Education Certificate (GEC); and
- f) Policy on Robotics.

3. ACHIEVEMENT OF INSTITUTIONAL IMPACTS AND OUTCOMES

DBE Impact Statement: Provide quality basic education for all, and lead the establishment and development of a South African schooling system for the 21st century.

The **2019-2024 Medium-Term Strategic Framework (MTSF) Outcome Statements** are:

- Outcome 1: Improved school-readiness of children.
- Outcome 2: 10-year-old learners enrolled in publicly funded schools read for meaning.
- Outcome 3: Youths better prepared for further studies and the world of work beyond Grade 9.
- Outcome 4: Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa.
- Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach.

The **2020-25 DBE Strategic Plan Outcomes Statements** are:

- Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system.
- Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector.
- Outcome 3: Maintain and develop knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery.
- Outcome 4: Advance the development of innovative and high-quality educational materials.
- Outcome 5: Conduct strategic interventions to assist and develop provincial education systems.
- Outcome 6: Communicate information to, and partner with, relevant stakeholders in better ways.

The DBE Outcomes 5 and 6 are cross-cutting and relate to how the organisation transacts, communicates, coordinates and leads the sector in achieving the MTSF Outcome.

The following table represents a summary of the detail in the matrix which follows the mapping of all the DBE Strategic Plan outcome areas, key outputs and indicators to each MTSF outcome and MTSF outcome indicator.

Table 14. Mapping of all the DBE Strategic Plan outcome areas, key outputs and indicators

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2020/21 DBE APP indicators	2020/21 Targets	Progress on achievement of the five-year targets
Outcome 1	Migrate the responsibility for pre-schooling to the DBE	1.1. Amendment of legislation to regulate the new Early Childhood Development (ECD) landscape	Presidential and provincial Proclamations gazetted by 2022 and migration concluded by 2024	Outcome 1	No Strategic Plan indicator required		2.1.5 Amend legislation to regulate the new ECD landscape	A joint submission for determination on the ECD function shift is submitted to the Minister of Public Service and Administration	The final proclamations were certified by the Office of the Chief State Law Advisor (OCSLA) confirming 1 April 2022 as the date of the implementation of the ECD function shift. The Ministers of both departments have signed a MoA to confirm that the functions will be transferred. Once the proclamations have been signed, the Departments will finalise the submission for determination and submit it to the DPSA.
Outcome 1	Develop and operationalise an ECD planning, funding, registration and information systems	1.2. Develop new funding models for ECD delivery	Approved funding model by 2023	Outcome 1	No SP indicator required		2.1.6 Develop new funding models for ECD delivery	Report on investigation into ECD funding models	Report on investigation into ECD funding models
Outcome 1	Develop and operationalise an ECD planning, funding, registration and information systems	1.3. Operationalise an ECD Education Management Information System (EMIS)	ECD Education Management Information System operational by 2024	Outcome 1	No SP indicator required		2.1.7 Conduct an ECD census to inform the integration of ECD into the EMIS	Preparations for ECD census is concluded	Signed MoU between DBE and Lego Foundation provided. South Africa ECD Census 2021 Request for Tender provided.
Outcome 1	Develop and operationalise school readiness assessment system	1.4. School readiness assessment system	School Readiness Tool Assessment system operational by 2022	Outcome 1	1.3 Improve the proportion of Grade R learners that are school ready by 2024	15% increase off the baseline that will be established in 2022	4.2.7 A National Report is produced on developing and operationalising a school readiness assessment system	A National Report is produced on developing and operationalising a school readiness assessment system	The DBE has worked in partnership with Innovation Edge in developing the Language and Mathematics assessment tools. The Innovation Edge will assist the DBE in analysing the data collected, finalising the assessment instruments for the next cycle and compile an Early Learning National Assessment (ELNA) 2020 National Benchmark Report.

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2020/21 DBE APP indicators	2020/21 Targets	Progress on achievement of the five-year targets
Outcome 2	Drawing from the lessons of the Early Grade Reading Study (EGRS) and other research, roll out best practices, such as lesson plans, graded reading books, individualised coaching of teachers, and other innovations	2.1. Lesson plans for home language literacy in Grades 1-3 have been developed in all languages	All languages have Grade 1-3 home language literacy lesson plans				2.3.6 The number of schools monitored for home languages in which Literacy Grades 1-3 Lesson Plans have been developed for terms 1-4	10	10 schools monitored for Grades 1-3 Lesson Plans. Foundation Phase Home Language Structured Learning Programmes (SLPs): SLPs comprise Lesson plans, Big books, DBE workbooks, Trackers, worksheets and resource packs SLPs available in all Home Languages; The programme also incorporates teacher training and teacher coaching and support.
Outcome 2	Drawing from the lessons of the Early Grade Reading Study and other research, roll out best practices, such as lesson plans, graded reading books, individualised coaching of teachers, and other innovations	2.2. National Reading Plan for primary schools implemented	All provinces implementing National Reading Plan				2.2.5 An Annual Sector Report is produced on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	All PEDs have submitted reports on the implementation of the National Reading Sector Plan
Outcome 2	Implement innovative assessment approaches such as the Early Grade Reading Assessment (EGRA) so that teaching is facilitated	2.3. All schools implement Early Grade Reading Assessment to support reading at required level by Grade 3	100% of schools have received the Early Grade Reading Assessment tools	Outcome 3	No SP indicator required		2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment	10	Phase 4 of EGRA is currently being implemented in 6 000 Quintiles 1-3 schools.
Outcome 2	Invest in the development of reading material in indigenous languages for academic purposes, including workbooks	2.4. Availability of reading material for Grade 3 learners in indigenous languages	100% of Grade 3 learners who learn through indigenous languages have graded reading books	Outcome 4	4.2 Improve the availability of quality early reading materials for teaching Home Language Literacy in indigenous languages	100% of Grade 3 learners who learn through indigenous languages have graded reading books	2.2.1 Number of schools monitored on the implementation of the reading norms	10	10 schools monitored on the implementation of the reading norms

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2020/21 DBE APP indicators	2020/21 Targets	Progress on achievement of the five-year targets
Outcome 2	Professional teacher development provided for teaching, reading and numeracy	2.5. Percentage of Foundation Phase teachers trained on teaching reading	100% of Foundation Phase teachers trained in teaching reading and numeracy				2.2.6 An Annual Sector Report is produced on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	A total of 8 401 schools were monitored across all provinces on the availability of readers for 2020/21
Outcome 2	Enrol children with disabilities in appropriate formal education programmes	2.6. Number of educators trained in inclusion	All special schools have access to required therapists by 2024				2.4.1 An Annual Sector Report is produced on the number of teachers trained on inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion	A total of 9 834 teachers have been trained on Braille, Autism and South African Sign Language (SASL) across all Provinces in 2020.
Outcome 3	Promote more effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology-enhanced in-service training	3.1. Number of districts in which teacher development has been conducted as per district improvement plan	2024: all districts				4.3.6. Number of districts in which teacher development has been conducted as per district improvement plan	55	633 Districts

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2020/21 DBE APP indicators	2020/21 Targets	Progress on achievement of the five-year targets
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systemic Evaluation is operational	In all provinces	Outcome 2	2.1 Improve learning outcomes in Grade 6 in critical subjects reflected through the new Systemic Evaluation by 2024.	Grade 6 performance in the new Systemic Evaluation: Mathematics - Literacy: (Targets to be determined after first assessment)	4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9	500	500
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systemic Evaluation is operational	In all provinces	Outcome 2	2.2 Improve learning outcomes in Grade 9 in critical subjects reflected through the new Systemic Evaluation by 2024.	Grade 9 performance in the new Systemic Evaluation - Mathematics - Literacy: (Targets to be determined after first assessment)			
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systemic Evaluation is operational	In all provinces	Outcome 3	3.1 Improve the proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024	Grade 3 performance in the new Systemic Evaluation: Reading: (Targets to be determined after first assessment)			

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2020/21 DBE APP indicators	2020/21 Targets	Progress on achievement of the five-year targets
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systematic Evaluation is operational	In all provinces	Outcome 2	No Strategic Plan indicator required		4.2.6 A National Report is produced on learning outcomes linked to the National Assessment Framework	Approved National Report on learning outcomes linked to the National Assessment Framework	Approved National Report on learning outcomes linked to the National Assessment Framework
Outcome 3	Build on past successes in improving learner access to textbooks with a view to ensuring that no learners are without the books they need	3.3. Percentage of learners with access to required Mathematics and English First Additional Language (EFAL) textbooks in Grades 6 and 9	2024: 100%				2.3.5 An Annual Sector Report is produced on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6 and 9	Approved Annual Sector Report	Most Provinces have achieved 90% and above on learners having access to both Mathematics and EFAL textbooks
Outcome 3	Through improved collaboration with universities, and the Funza Lushaka bursary programme, ensure that enough young teachers with the right skills join the teaching profession	3.5. Percentage of Funza Lushaka bursary holders placed in schools within six (6) months upon completion	90% by 2024				3.1.4 Number of quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six (6) months upon confirmation that the bursar has completed studies	4	82% (3 613 of 4 414) graduates eligible for placement in 2020 were placed
Outcome 3	Introduce a better accountability system for principals, which should be fair, based on appropriate data, and take into account the socio-economic context of schools	3.6. A better accountability system for district and school management agreed	A fully functional system is in place by 2024	Outcome 2	No SP indicator required		3.1.2 Percentage of schools producing the minimum set of management documents at a required standard	100% of 1 000 sampled schools	The Department has developed a Framework for the training of Departmental Heads to manage the curriculum and curriculum coverage as an accountability system for principals and School Management Teams (SMTs).

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2020/21 DBE APP indicators	2020/21 Targets	Progress on achievement of the five-year targets
Outcome 3	Introduce the General Education Certificate (GEC) in Grade 9, in part to facilitate movement between schools and Technical and Vocational Education and Training (TVET) colleges	3.7. A policy pertaining to the Conduct, administration and management of the General Education Certificate ready in Grade 9	First GEC examinations piloted by 2022				2.1.12 An Annual Sector Report is produced on the implementation of the General Education Certificate (GEC)	Approved Annual Sector Report on the implementation of the General Education Certificate (GEC)	Approved Annual Sector Report on the implementation of the General Education Certificate (GEC)
Outcome 4	Increase access among historically disadvantaged learners to "niche" subjects such as those focusing on engineering and computing	4.1. Skills subjects introduced that are relevant to 4IR (robotics, coding and digital learning)	Coding, robotics and other 4IR subjects in place by 2024				No APP indicator		The Minister gazetted the Draft CAPS for Coding and Robotics Grade R-9 for Public Comment on 19 March 2021
Outcome 4	Programmes for improvement of teacher subject knowledge and teaching skills	4.2. Number of teachers trained in Mathematics and language content and methodology	All teachers qualifying for training trained by 2024	Outcome 3	No SP indicator required		3.2.2 A National Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	8 709 teachers trained on Mathematics and 3 202 trained on EFAL.

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2020/21 DBE APP indicators	2020/21 Targets	Progress on achievement of the five-year targets
Outcome 4	Better opportunities for second-chance NSC (improved) pass	4.3. Programmes implemented to enhance performance in second chance NSC pass 4.6. Number of learners achieving subject passes towards a matric qualification (new)	All programmes fully functional 60 000 learners by 2024	Outcome 1	No SP indicator required		2.1.2 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or extended Senior Certificate, including upgraded NSC per year	60 000	60 063 Learners
Outcome 4	Three Stream Model introduced to cater differently talented learners	4.4. Percentage of Schools of Skills implementing technical occupational curriculum Number of ordinary schools implementing technical occupational curriculum	100% of schools by 2024 1 007 schools by 2024	Outcome 1	No SP indicator required		2.1.13 An Annual Sector Report is produced on schools that are prepared to respectively implement and pilot the Technical Occupational Stream	An Approved Annual Sector Report on Schools of Skill that pilot the Technical Occupational Stream in 2020/21	The Technical subjects have been implemented in Grade 10 -12 including Technical Mathematics and Technical Sciences. Project Manager appointed for the Three Streams Model (TSM).

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2020/21 DBE APP indicators	2020/21 Targets	Progress on achievement of the five-year targets
Outcome 4	Focus Schools introduced to nurture talent across different disciplines	4.5. Number of Focus Schools for high-tech, maritime, aviation, arts and science	5 Focus Schools rolled out by 2024				2.4.4 An Annual Sector Report is produced on the establishment of Focus Schools per PED	Approved Annual Sector Report on the establishment of Focus Schools per Provincial Education Department	638 Focus Schools across all PEDs as per Annual Sector report
Outcome 5	Number of schools built through ASIDI completed and handed over for use by 2024	5.1. Number of ASIDI schools completed and handed over for use	122 additional ASIDI schools completed and handed over for use (cumulatively 337 by 2024)	Outcome 1	No SP indicator required		4.1.1 Number of new schools built and completed through ASIDI	24	32 schools in 2021 and cumulative total of 279 since inception
Outcome 5	Proportion of schools identified through the Sanitation Appropriate for Education (SAFE) project provided with appropriate sanitation facilities	5.2. Number of schools that are provided with appropriate sanitation facilities through the SAFE Initiative	3 898 schools completed by 31 March 2022	Outcome 1	No SP indicator required				A total of 298 schools have been provided with dignified sanitation facilities through ASIDI and Sanitation Appropriate for Education (SAFE) for the 2020/21 financial year.
Outcome 5	Leverage ICT related programmes to support learning	5.3. Number of special and multi-grade schools with access to electronic devices (including tablets)	Target to be determined after the survey	Outcome 3	No SP indicator required		2.3.7 Number of special schools with access to electronic devices	140	145 special schools

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2020/21 DBE APP indicators	2020/21 Targets	Progress on achievement of the five-year targets
Outcome 5	Leverage ICT related programmes to support learning	5.4. Schools with access to ICT devices	All provinces meet their targets for ICT devices including tablets	Outcome 4	4.1 Increase the percentage of schools with access to functional internet connectivity for teaching and learning connected through different options working with the Department of Telecommunications and Postal Services (DTPS).	90% to be connected for teaching and learning (DTPS and Private sector)	2.3.1 Number of schools per province monitored for utilisation of ICT resources	27 (3 per province)	A total of 74,2% of schools have some form of connectivity
Outcome 5	Leverage ICT related programmes to support learning	5.5. Digitised textbooks on devices	Digitise all state-owned textbooks	Outcome 4	No SP indicator required		No APP indicator		137 titles of state-owned textbooks that were developed by the DBE have been digitised and are available in PDF and ePub file format both offline and at http://dbecontent.bhelela.com/FETContent.php
Outcome 5	Leverage ICT related programmes to support learning	5.6. Develop provincial infrastructure planning and monitoring capacity (including the Education Facility Management System (EFMS))	System will be operational by 2022 in all provinces				No APP indicator		Takeover and implementation of the Education Facility Management System (EFMS) was completed in February 2021 and is operational and hosted by SITA.

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2020/21 DBE APP indicators	2020/21 Targets	Progress on achievement of the five-year targets
Outcome 5	Leverage ICT related programmes to support learning	5.7. Connect all schools working with Department of Communications and Digital Technologies (DCDT) using different forms of connectivity			No SP indicator required		No APP indicator		A total of 74,2% of schools have some form of connectivity

Performance in relation to Standardised Outputs and Output Indicators for Sectors with Concurrent Functions

The Education sector does not have standardised indicators for 2020/21, however, the PEDs were encouraged to include the agreed indicators in their Annual Performance Plans for uniformity in terms of monitoring sector priorities.

Despite the number of meetings, starting in 2017, the sector has negotiated the standardisation and the processes followed are summarised below:

54 Programme Performance Measures (PPMs) were adopted at the Heads of Education Departments Committee (HEDCOM) Subcommittee of 6 October 2017. PEDs that had not submitted approval letters were reminded to do so by 20 October 2017. It was agreed at the HEDCOM of 05 December 2017 that the Director-General would hold a meeting in the new year with PEDs to engage on the PPMs. Province specific issues were presented at the meeting. HEDCOM members did not adopt the PPMs and it was agreed that there will be a meeting to resolve PPMs on 13 April 2018. On 6 February 2018, Provinces presented some of the PPMs incorporated within the Second Draft 2018/19 Annual Performance Plan in responding to the MTSF. On 7 March 2018, the PPMs analysis presentation served at HEDCOM Sub-Committee and PEDs approved 17 out of 19 newly aligned PPMs. There was no unanimous agreement and there was no standardisation due to two PEDs opting to provincialise. This necessitated that 2017/18 PPMs be confirmed as 2018/19 PPMs.

In December 2018, HEDCOM resolved that a special Task Team be established to review 2019/20 PPMs to narrow the differences between DBE, PEDs and the DPME in relation to AGSA recommendations and to establish a common understanding with the DPME on what is expected from DBE, PEDs, districts and schools. The suggestion was to exempt some problematic PPMs from being audited. At the HEDCOM Subcommittee of 6 June 2019, the meeting noted that the inability to reach consensus on PPMs has resulted in non-standardisation for the sector for 2019/20. Members then discussed PPMs at a high level with suggestions taken on whether to retain, amend or remove the individual PPMs. This was in preparation for 2020/21 standardisation and finalisation.

At the HEDCOM Subcommittee of 03 October 2020 the status of 2020/21 PPMs and decisions taken at the 16 September 2020 Special Joint Meeting, was confirmed as follows:

- Existing PPMs to be retained with no changes – 26
- Existing PPMs to be retained, but with changes to the title, definition or method - 15
- PPMs to be removed from PED APPs and monitor in DBE Sector Review/SMS - 8
- PPMs removed/suspended - 5

A decision matrix was developed to capture discussions and decisions around each PPM and 39 PPMs were retained for 2020/21. The process to develop the 2021/22 Standardised indicators was also initiated with all PEDs agreeing to the 20 Indicators after a series of meetings and sessions.

4. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

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. LIST OF INSTITUTIONAL OUTCOMES

Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector.

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.

Outcomes, outputs, output indicators, targets and actual achievements

HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT, LABOUR RELATIONS AND IT SERVICES

HR Management and Administration

A total of 54 posts were advertised. The following key appointments were made: Director: GITO; Director: Labour Relations; Director: Education Labour Relations and Conditions of Services; Chief Director: Education Human Resource Management; and Director: Curriculum Implementation and Quality Improvement (GET). A shortlisting of 35 posts was concluded and the recruitment process for the Government to Government (G2G) Project was finalised in the current financial year.

Performance Management and Development System (PMDS): Performance agreements for all lower-level officials and SMS members were captured for the 2020/21 financial year. A report on outstanding Performance Agreements was compiled and submitted to the Director-General. Branch Moderations and Departmental moderation for the annual assessments for the 2019/20 financial year were concluded for all officials in the Department. Annual assessments for the Deputy Directors-General (DDGs) were moderated by an external Moderation Committee.

A Risk-Adjusted Strategy was prepared for the phasing-in of officials in the Department as well as a Gradual Resumption of Service Plan as a result of the COVID-19 pandemic. The DBE's HR Plan and HR Plan Implementation Report were submitted to the DPSA on 31 August 2020.

Under-achievements:

The Non-Disclosure of Financial Interests due to the COVID-19 lockdown measures as a result of officials not having remote access to the DPSA online disclosure platform.

HR Development and Social Responsibility

Skills Development and Training:

A total of 180 employees attended skills development training programmes as reported in the table below:

Table 15. Skills development training

NO.	COURSE NAME	INSTITUTION	TRAINING DATES	NO. OF OFFICIALS	AMOUNT
1.	Advanced Management and Development Programme (AMDP)	National School of Government (NSG)	2020/11/16-20	10	R0.00
2.	MS Excel (Advanced)	Fachs Business Training and Development	2020/10/28-30	10	R64 990.00
3.	Finance for Non-Financial Managers	Pearson Cooperate Training	2020/11/11-13	10	R67 000.00
4.	Leading Change by Championing Gender Equality in the Public Sector	National School of Government (NSG)	2020/11/9-13	16	R148 250.00
5.	COVID-19 Awareness Programme/ Occupational Health and Safety readiness for the Public Service	General Public Service Sector Bargaining Council (GPSSBC)	2020/11/18	7	R0.00
6.	Capacity Building for Chairpersons and Initiators for Disciplinary Cases in the Public Service	DPSA	2020/07/06-13	4	R0
7.	Root cause Identification	Institute of Internal Auditors Academy	2021/03/29-30	3	R15 665.30
8.	Monitoring and Evaluation	Tswelopele Consulting	2021/03/29-31	10	R50 000.00
9.	RPL Public Administration	PSETA	2021/03/23	29	R0
10.	Compulsory Induction programme 1	National School of Government (NSG)	2020/09/14-18	12	R39 234.00
11.	Compulsory Induction programme 2	National School of Government (NSG)	26/08/2020	24	R22 704.00
12.	Writing for Government: Basic Writing Skills	National School of Government (NSG)	11/09/2020	12	R0.00
13.	Ethics in the Public Service	National School of Government (NSG)	21/09/2020	6	R0.00
14.	Ethics for Internal Auditors	National School of Government (NSG)	10/10/2020	1	R0.00
15.	Policy and Procedure on Incapacity Leave and Ill-health Retirement (PILIR)	National School of Government (NSG)	30/09/2020	5	R0.00
16.	Generally Recognised Accounting Practice (GRAP)	National School of Government (NSG)	22/09/2020	1	R0.00
17.	Introduction to Financial Management and Budgeting	National School of Government (NSG)	30/09/2020	6	R0.00
18.	Introduction to Strategic Planning and Management	National School of Government (NSG)	22/09/2020	4	R0.00
19.	Introduction to Leading Change	National School of Government (NSG)	28/09/2020	3	R0.00
20.	Public Service SMS Pre-entry Programme	National School of Government (NSG)	29/09/2020	4	R0.00
21.	Know and live our Constitution	National School of Government (NSG)	03/12/2020	3	R0.00
Total				180	R407 843.30

Employee Health and Wellness: The on-site Doctor rendered health services every Wednesday in the Department.

Internship and Learnership: 10 interns were appointed in 2020/21.

Bursary: The Department has 59 bursary holders.

Under-achievements:

Employee Health and Wellness events were not held due to COVID-19 restrictions.

Labour Relations

Grievances: There were three (3) grievances lodged during the year under review. The grievances are being addressed by the Labour Relations Directorate.

There were no formal disciplinary hearings that were held during the period under review, however, there was one (1) progressive discipline (Final Written Warning) that was issued.

Conciliations: There was one (1) virtual conciliation meeting held and both parties could not come to an agreement. The matter remains unresolved and the official has reserved his rights to take the matter for arbitration.

Departmental Bargaining Chamber: A total of five (5) virtual meetings were held for the period under review. The DBE submitted the Forum of South African Directors-General (FOSAD) reports for all quarters as well as the reports for financial misconduct to the Office of the Public Service Commission (OPSC).

LEGAL AND LEGISLATIVE SERVICES

Legal Services

Litigation: 39 legal cases were received wherein the Minister is cited. Out of the 39, nine (9) were finalised. The Department won eight (8) cases. Most of the litigation received emanates in the Provinces with the Minister cited as a Respondent. In most instances, the Minister is cited as the Executive Authority responsible for Basic Education and there is no relief sought against the Minister. The claims have to be settled by the Provincial Departments of Education.

Contracts: 70 contracts were drafted for the financial year and only five (5) were not finalised due to information that was required.

Legal Advice: 17 legal opinions were finalised.

Security Management

Security Management conducted a successful Document and Information Security awareness workshop during October 2020 to the DBE staff and provided security support to the Administrator and his support staff during the DBE North West Province Intervention. Daily health screening of all officials, visitors and contractors since the implementation of the COVID-19 lockdown was administered successfully, and regular COVID-19 regulation awareness communication was sent out via Newsflash to all staff.

Public-Private Partnership (PPP)

The COVID-19 safety initiatives that have been put in place include cleaning and sanitising of the building as well as screening procedures for staff and visitors. Staff numbers are also recorded daily to ensure that allowed numbers are not exceeded in the building.

All the unitary fees were paid to the Private Party. The escalated unitary fee for the upcoming financial year, based on the December 2020 Consumer Price Index (CPI) rates were received and accepted. All penalties accrued during the reporting period were deducted from the Unitary Fee payable to the Private Party. The escalated small works rates also based on the December 2020 CPI were also received and accepted.

Monthly Steering Committee Meetings were held to deal with the administration of the PPP. The additional generator was received and installed in March 2021. A successful changeover was completed and the generator is now operational.

Asset Management

A total of 21 schools in various provinces were provided with 1 594 Information Technology (IT) equipment, donated through Second Chance Matric Programme.

Events Management

The major events that were completed in 2020/21 amount to the sum of R8 858 594.80 that was paid for these events. Due to COVID-19, other conferences took place virtually.

Supply Chain Management

Advertised/ finalised tenders as per the Procurement Plan: A breakdown of the 34 projects from the Procurement Plan is as follows:

- Nine (9) projects were finalised (two (2) cancelled and seven (7) were awarded);
- Two (2) tenders are being evaluated;
- Three (3) tenders are awaiting the evaluation;
- One (1) tender is advertised;
- One (1) project: awaiting to advertise a tender;
- One (1) project: Terms of Reference (ToRs) will be presented to the Bid Adjudication Committee (BAC);
- One (1) project: the ToRs are reviewed by the Bid Adjudication Committee (BAC);
- One (1) project: the ToRs are reviewed by the Bid Specification Committee (BSC); and
- Three (3) requests for quotations were finalised.

Bid Committees: Monthly BSC meetings were successfully held, and five (5) bids were finalised, (three (3) awarded and two (2) cancelled). The BAC meetings were successfully held, and three (3) State Information Technology Agency (SITA) projects were finalised and one (1) deviation project was finalised.

Award of tenders as per the Procurement Plan: 15 projects: The line functions did not submit the draft ToRs/ Specifications. The delays in complying with the Procurement Plan was due to the COVID-19 restrictions, and the non-functioning of the eTender Publication Portal and the Government Tender Bulletin due to technical challenges experience on the two (2) systems.

On submission of the Procurement Plans, the Line Functions have been requested to submit the ToRs/ Specifications as well. The Procurement Plan submitted without the ToRs/ Specifications are not accepted and will not be included in the Department's Procurement Plan.

Procurement: The Procurement Section has since taken over the task of sourcing quotations for IT equipment from the IT Section intending to ensure continuous rotation of suppliers. Other suppliers are also allowed to provide quotations.

Registry Courier Services: The Registry Courier Services distributed charging trolleys; servers and 80 e-libraries and communication technology equipment to schools. The unit couriered the 2020 National Senior Certificate Standardisation documents and the 2020 National Senior Certificates to PEDs for the announcement of the results. The Registry Courier Services collected laptops and data projectors from the Western Cape Education Department.

Telephone services unit: The unit paid the procurement of 2 000 licences which amounted to R8 052 760.00.

Under-achievements:

No telephone licence: Due to not having the necessary licences, new officials are without telephone profiles and it is a challenge to create login details and change phone pin codes.

Atlantis Corporate Travel: Due to incorrect invoicing by the Travel Management Company (TMC) which is not in line with the Terms of Reference and the National travel policy framework, there are challenges in processing the invoices and therefore delays were experienced with the payment process.

Procurement: Receipts of ordered IT equipment during the lockdown period was below average since prices went up. The process of capturing and finalising purchase orders was slow due to the reduction of staff attendance per day following the COVID-19 regulations.

Project Management

The DBE attended the South African Government and European Union (EU) Dialogue facility 5th and 6th call for proposals meeting. The DBE co-facilitated with the National Treasury the sitting with the three (3) Project Managers of the EU funded projects. The meeting was meant to address all challenges that are hampering the implementation of the following projects:

- a) Rural Education Assistants Project (REAP);
- b) Systemic Improvement of Languages and Numeracy Foundation Phase Project; and
- c) Technology Grades 7 to 9.

The meetings conceded that COVID-19 has severely affected the implementation of these EU funded projects, however, there is a need to develop a 2020/21 roll-out plan for the implementation of each project to be shared for ratification with the PSC and the Director-General.

Basic Education Employment Initiative (BEEI): Meetings were facilitated to ensure there is uniformity in the implementation of BEEI across all provinces. Furthermore, a telephonic survey was conducted to determine whether schools have paid stipends of young people employed and how many School Governing Body (SGB) funded posts and posts at government subsidised independent schools were saved by the Presidential Relief Fund. 60 schools in Gauteng and 30 schools in Limpopo were contacted for the survey.

Under-achievements:

Due to the COVID-19 pandemic, there has been slow progress on the implementation of European Union-funded projects.

Donor Grant Management

Annual Performance Evaluation of Conditional Grants: Desktop annual performance evaluation of conditional grants were conducted across all PEDs and the resultant 2019/20 Evaluation Report on Conditional Grants was approved and submitted to the National Treasury on 31 July 2020 in compliance with the Division of Revenue Act (DoRA) prescripts. The desktop evaluation focused on the following conditional grants: Education Infrastructure Grant (EIG); HIV and AIDS Life Skills Education Programme; Learners with Severe to Profound Intellectual Disability (LSPID); Mathematics, Science and Technology (MST); and National School Nutrition Programme (NSNP).

Quarterly Performance Reports on Conditional Grants: The Department submitted quarterly performance reports on conditional grants for all quarters of the financial year for the EIG, HIV and AIDS Life Skills, LSPID, MST, SBIG and NSNP as per the DoRA prescripts. The transferring officer complied with the submission of the quarterly reports to the National Treasury after 45 days following the end of each quarter. This has enhanced oversight over grant resources and contributed to the effective management of resources allocated to the sector.

Grant Frameworks: The Department submitted approved 2021/22 conditional grant frameworks for EIG, HIV and AIDS Life Skills, LSPID, MST and NSNP to the National Treasury which were subsequently amended and certified by the National Treasury in February 2021 after due consideration of the impact of the COVID-19 pandemic. The Frameworks were subsequently published in the 2021 Division of Revenue Bill and are awaiting tabling in Parliament.

Business Plans and Compliance Certificates: To this end, the 2021 business plans for HIV and AIDS Life Skills, MST and NSNP conditional grants were approved and submitted to the National Treasury in March 2021.

Certificates of Compliance for all approved business plans were subsequently issued on 31 March 2021 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 grants were compliant with the prerequisites for the implementation of the grants.

Donor Grant Resources from USAID (G2G) and South Korea utilised to address sector priorities: The DBE coordinated and acted as the Secretariat for weekly project management meetings for the G2G project as well as participating in the Korean Embassy project. The projects addressed challenges around the provision of sanitation in selected schools (South Korean project) and facilitated the prevention of HIV amongst learners and link them with health services (USAID).

Under-achievements:

The national lockdown and the closure of schools due to the COVID-19 pandemic had an adverse effect on the attainment of milestones on donor grant-funded programmes with the duration for the completion of some milestones being revised. To address this underperformance, the work plan and milestones for the G2G (USAID) project were revised. The South Korean Sanitation project completion date was pushed back to allow completion of the project.

The DBE could not conduct monitoring of conditional grants due to COVID-19 regulations that enforced the closure of schools and restricted inter-provincial movement of officials. Business plans for LSPID conditional grant were not yet approved due to Eastern Cape, North West and Western Cape not submitting at the time of the approval of business plans for other conditional grants.

PROVINCIAL BUDGET AND MONITORING

Financial Planning and Provincial Budget Monitoring

The DBE monitored and supported the PEDs on financial matters. The following activities were achieved in the 2020/21 financial year:

Served on the Department of Basic Education Steering Committee to deal with independent schools' requests for deviation from the COVID-19 Risk-Adjusted Approach towards the phasing in of schooling.

Assisted the abovementioned committee to develop the following three Guideline documents:

- Standard operating procedure for the prevention, containment and management of COVID-19 in independent schools and Early Childhood Development centres;
- Preconditions for the deviation of independent schools and Early Childhood Development centres; and
- Business process document: Prevention of the spread of COVID-19.

The costing for special schools was finalised and presented to the HEDCOM workshop for discussion. The credibility of the PEDs' budget allocation, financial and non-financial performance was monitored:

- Compiled documents to monitor the changes of baselines over the 2021 MTEF;
- Compiled Terms of Reference for each PED for the Budget Standard Exercise (BSE) meetings. Finding reports were drafted for each PED regarding BSE meetings. The submission on the findings of the BSE for the Ministers noting and approval was compiled; and
- Individual budget monitoring exercise meetings were conducted with each PED.

The Basic Education Sector was supported on financial matters as follows:

- Financial performance for all PEDs was analysed and presented at the HEDCOM Sub-Committee on Finance Meetings;
- Participated in the MTEF meeting with National Treasury, Provincial Treasuries and Provincial Departments, MST Inter-Provincial Meetings, HEDCOM Sub-Committee on Finance etc.

- Participated in meetings with the PEDs on the ECD function shift and the Basic Education Employment Initiative; and
- Compiled consolidated reports and shared with relevant Directorates.

The responses to the 2020/21 electronic Quarterly Performance Reports (eQPRS) were uploaded for all nine PEDs on the eQPRS as per the amended guideline dates.

Educational Expenditure [International Standard Classification of Education (ISCED 0-8)] questionnaire from UNESCO Institute for Statistics (UIS) was combined with financial data from the Department of Higher Education and Training (DHET) for the 2018/19 financial year. The final questionnaire was submitted to the UIS.

The filling of the UIS Survey to Monitoring Impact on Main Education Data Aggregates (MIMEA) was coordinated with colleagues from DHET. The audited financial data for the 2018/19 financial year was inserted into the data.

Analysis of 2020/21 revised Annual Performance Plan was compiled and shared with the Minister, Deputy Minister and the Director-General. The report has also been shared with all PEDs.

The analysis of the draft 2021/22 Annual Performance Plan was compiled and sent to PEDs. The aim of the analysis is for the PEDs to improve their final 2021/22 APPs.

The analysis on the 2020 Medium-Term Expenditure Framework (MTEF) budget was completed and the final report was shared with the Minister, Deputy Minister, Director-General and all PEDs. The aim of the analysis was for the PEDs to take note of the recommendations in the report when compiling the 2021 MTEF budget.

Special HEDCOM Sub-Committee on Finance meetings were conducted with the purpose to discuss the inputs received from PEDs regarding the Funding and Resourcing of the Basic Education sector.

The Portfolio Committee was provided with contributing factors for some PEDs per learner where allocations are below the National target amounts.

The Eastern Cape Department of Education HoD was requested to formally inform the Director-General regarding its intention to reduce the per learner allocation during the second transfer relating to norms and standards.

One-on-one ECD Function shift meetings were conducted with PEDs to discuss the areas that are expected to be covered by the Finance team, the challenges, as well as to gauge the progress per province.

Members were informed through letters signed by the Director-General of the proposed dates for the HEDCOM Sub-Committee on Finance meetings for the 2021 year.

The DBE participated in the one-on-one meetings with PEDs on implementation of the Basic Education Employment Initiative (BEEI) and drafted presentations for the Minister's weekly reporting on saving of posts.

The National Alliance of Independent Schools Association (NAISA) was provided with the progress report on the saving of posts in Independent Schools.

The DBE participated in school visits and telephonic surveys to conduct monitoring, evaluation and verification of BEEI, the saving of school governing posts, as well as on the National Norms and Standards for School Funding (NNSSF). It assisted in the development of the monitoring surveys and drafted the findings in this regard.

Allocation to no-fee and fee-paying schools for 2021: To assess PEDs capacity to meet their obligations concerning 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 2021, what is per-learner allocations in the different quintiles they will be able to afford for 2021, as well as to indicate the associated cost. The information collected will assist the Department with its regulatory obligations regarding the national school allocation targets for the 2021 MTEF, the determination of the no-fee threshold, as well as the Minister's annual declaration on no-fee schools.

Published the following amendments to the NSSF:

- National table of targets for the school allocation (2021-2023) and the updated national poverty distribution table; and
- The 2021 no-fee lists were gazetted and uploaded on the DBE website.

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

Four (4) HEDCOM annotations were drafted to provide members with the abovementioned reports of the HEDCOM Sub-Committee on Finance meetings.

Participated in the North West Intervention section 100(1)b and reported on the budget expenditure for 2020/21.

Gazetted resource targeting list for 2021: PEDs were requested via HoD letters to submit their published resource targeting list for 2021. 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 2021, as well as a pictorial version thereof, have been developed. Letters were written to the HoDs, providing them with the implementation plan. PEDs, monthly expenditure reports were drafted and submitted to the Minister.

STRATEGIC PLANNING, RESEARCH EVALUATION AND MONITORING

The Chief Directorate is involved in short-to-medium-term planning, monitoring of programme performance information, and medium-to-long term planning, monitoring and evaluation, and development of tools for branches to use in their work. It provides advice, technical support and contributions to the accountability framework of government and the sector and has provided input into the development and design of monitoring tools, systems and drives within the DBE and sector programmes.

Strategic Planning and Reporting

Institutions must ensure that the medium-term priorities are reflected in their plans, budgeted for, measured, and reported on, on a quarterly and annual basis through the established reporting processes. The basic education sector developed activities around the key priorities articulated in the National Development Plan (NDP), State of the Nation Address (SoNA) 2020, Medium-Term Strategic Framework (MTSF) priorities and the revised sector plan - *The Action Plan to 2024: Towards the Realisation of Schooling 2030*.

The DBE contributes to the Government priorities; the Education sector is directly responsible for Priority 3 and contributes to Priority 4 and 6 led by the Departments of Social Development and Sports, Arts and Culture.

Government Priorities:

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; and

Priority 7: A better Africa and World.

Over the next five (5) years, the education sector will work on implementing the following priorities, in support of improved reading and learning outcomes:

- Outcome 1: Improved school readiness of children.
- Outcome 2: 10-year-old learners enrolled in publicly funded schools read for meaning.
- Outcome 3: Youths better prepared for further studies and the world of work beyond Grade 9.
- Outcome 4: Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa.
- Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach.

Institutional Planning: The Annual Performance Plan (APP) sets out what the Department intends to do in the financial year and during the Medium-Term Expenditure Framework (MTEF) period to implement its Strategic Plan. The APP reflects performance indicators and targets for budget programmes and sub-programmes where relevant, to facilitate the institution in realising its goals and objectives set out in the Strategic Plan.

The following institutional planning and reporting priorities were implemented: The 2020/21-2024/25 Strategic Plan and 2020/21 Annual Performance Plan for the Department of Basic Education and South African Council of Educators (SACE) were tabled in Parliament on 11 March 2020 and Umalusi's plans were tabled on 13 March 2020.

The impact of the national state of disaster and the nationwide lockdown has necessitated the need to review institutional plans to ensure that they respond to the COVID-19 pandemic and continued service delivery in the 2020/21 financial year. In response to the impact of the national state of disaster and alignment with the 2020/21 special adjustment budget process, national and provincial institutions were advised to revise and re-table their 2020/21 APPs and 2020/25 Strategic Plans. The purpose of re-tabling these plans was to incorporate the interventions and adjusted 2020/21 budget allocation in response to the COVID-19 pandemic and to prioritise government programmes and projects for continued service delivery. This will support transparency and accountability of implementation of the adjusted 2020/21 budget, which includes various relief packages released to support the economy. The Annexures for the revised plans were retabled in Parliament on 21 July 2020 and the actual plans were re-tabled on 13 August 2020.

The 2020/21 operational plans for all branches were analysed and feedback was provided at branch reviews. Where gaps were identified, the operational plans were sent back to branches for strengthening. Branches had to effect the changes on indicators as per the revised 2020/21 APP.

Umalusi and SACE revised their Strategic Plans 2020-24 and APPs 2020/21 and re-tabled in Parliament on 14 and 21 July 2020 respectively. The 2021/22 APPs for the Public Entities were tabled on 11 March 2021 and the DBE APP was tabled on 12 March 2021.

Systems Descriptions: The DBE developed the 2020/21 Systems Descriptions to guide the Auditor-General of South Africa (AGSA) during the audit of the 2020/21 performance indicators. Systems Descriptions serve as Standard Operating Procedures (SOPs) and provide details on the planning, processing and reporting stages of each indicator. The responsible Indicator Managers were assisted during the quarterly Branch Reviews in December 2020 on how to complete the Systems Descriptions.

Institutional Reporting: The Quarterly Performance Reports were submitted to the Department of Planning, Monitoring and Evaluation (DPME) and National Treasury (NT) and were presented to the Portfolio Committee on Basic Education in Parliament, on the following dates in the table below:

Table 16. Quarterly Performance Reporting

REPORT	OVERSIGHT REPORTING BODY	DATE SUBMITTED
2019/20 Fourth Quarter Performance Report	DPME and National Treasury	30 May 2020
	Audit Committee	15 June 2020
	Standing Committee on Appropriations	22 July 2020
	Portfolio Committee	18 August 2020
2020/21 First Quarter Performance Report	DPME and National Treasury	31 July 2020
	Portfolio Committee	10 November 2020
2020/21 Second Quarter Performance Report	DPME, National Treasury	30 October 2020
	Audit Committee	30 November 2020
	Portfolio Committee	10 February 2021
2020/21 Third Quarter Performance Report	DPME and National Treasury	31 January 2021

2019/20 Annual Report: The DBE submitted the draft 2019/20 Annual Report to the DPME, NT and AGSA on 31 July 2020 with supporting evidence. The 2019/20 Annual Reports for the Public Entities (SACE and Umalusi), were tabled in Parliament on 3 and 16 November 2020 respectively. The DBE 2019/20 Annual Report was tabled on 5 November 2020.

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 are aimed at reflecting on progress with the delivery of programmes by considering evidence of performance. The purpose is to support and improve planning and reporting in the DBE. The new approach taken by the DBE allows branches to interact more during the meeting and to be able to respond to issues, concerns and resolve problematic matters. Through the reviews, branches are formally provided with support and guidance. However, in between branch reviews, the quality of performance information is also discussed with branches against their plans and progress highlighted for noting and corrective action where necessary.

The first round of quarterly branch reviews was convened during August 2020 to provide feedback on first-quarter performance information and to introduce the revised APPs.

The second round of branch reviews were convened during December 2020 to provide feedback on the second-quarter report and to finalise performance indicators for the 2021/22 Annual Performance Plan. The following areas were discussed: 2020/21 Second Quarterly Performance Report, the 2021/22 Annual Performance Plan, Operational Plans, 2021/22 Standardised Output Indicators (SOIs), 2020/21 Systems Descriptions, Medium-Term Strategic Framework (MTSF) and the Service Delivery Improvement Plan (SDIP).

The last round of branch reviews was held in March 2021 to provide feedback on third-quarter performance information and finalise the 2021/22 APP. During the branch reviews, both plans were aligned to Government, Sector and Departmental priorities derived from the 2019-24 MTSF and the NDP.

The Performance Information Reporting Tool was developed to improve the focus of internal accountability for DBE branches to signal planning and reporting performance. The tool allows managers to track and manage the submission of evidence concerning what has been reported each quarter and is updated weekly. However, it is recognised that the tool's presence needs to be supported by management action and/or sanction, noting the limitation of compliance-driven actions in improving organisational performance.

Sector reporting: The fourth-quarter performance reports for Priorities 4 and 6 were submitted to lead departments, namely, the Department of Social Development (DSD) and the Department of Sports, Arts and Culture on 02 June 2020 and 30 April 2020 respectively. The 2019-2024 MTSF biannual report was submitted to the DPME and Cabinet Secretariat on 28 July 2020.

The outbreak of COVID-19 necessitated the revision of the MTSF. Budget cuts and reprioritisation have adversely impacted MTSF implementation. In addition, the national lockdown slowed down implementation. In consideration of all these factors, the DPME, in consultation with the rest of the government, initiated the review of current plans, interventions and targets in November 2020.

Fortunately, the education sector experienced minor changes in its MTSF. The revisions ranged from changes in the baselines, and the year in which the targets will be achieved, an additional four (4) indicators, as well as a change of impact for Infrastructure.

The following three (3) MTSF interventions are considered as areas where the DBE needs to strengthen activity in the sector:

- a) Introduce a better accountability system for principals, which should be fair, based on appropriate data, and take into account the socio-economic context of schools;
- b) Promote more effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology-enhanced in-service training; and
- c) Increase access among historically disadvantaged learners to “niche” subjects such as those focusing on engineering and computing.

Sector Alignment: The National Education Policy Act (NEPA) requires the DBE to lead the sector and guide towards alignment of the NDP. As per the Framework for Managing Programme Performance Information (FMPPI), the National Departments responsible for concurrent functions should monitor and lead with the reporting of work in the sector as the Departments are required to provide support in assisting PEDs to manage performance information, and providing systems training. The National Departments should also monitor the performance information produced by the provincial counterparts and use it to evaluate the overall delivery of services within their sector.

The HEDCOM Sub-Committee on Planning, Monitoring and Evaluation (PME) addresses the sector priorities for improving teaching and learning, and reflect maturity in stabilising the basic education sector. The Sub-committee mainly focuses on the Strategic Plan, APP, SOIs and audit-directed compliance, among other sector reporting requirements in terms of sector performance (programmatic, institutional, and sectoral) in support of quality education provision and Priority 3: Education, Skills and Health.

The HEDCOM Subcommittee on PME convened a special virtual meeting for the HEDCOM Subcommittees for Finance and Planning, Monitoring and Evaluation on 4 May 2020 to discuss the adjustment in the APPs to respond to COVID-19 priorities and also to indicate digital monitoring possibilities instead of physical visits. Sector plans had to change as activities could not be executed as planned viz. schooling, examinations surveys, monitoring and planning timeframes. Education as a sector agreed on protecting schooling in a way that aligned to the National Corona Command Council regulations:

- Task Teams had to be established in Provinces;
- Recovery plans had to be in place;
- Budgets were adjusted to fund COVID-19 programmes;
- Budget reprioritisation resulted in the termination of some programmes/activities for the 2020/21 financial year; and
- The DPME issued guidance on the re-tabling of the plans aligned to COVID-19 regulations.

The second standard HEDCOM Subcommittee on PME was convened virtually on 3 June 2020, where it was agreed that a working group with representatives from PEDs would be established and convened to agree on a set of Programme Performance Measures (PPMs) for the 2021/22 financial year. A virtual working group meeting was held on 19 June 2020. Eight (8) PEDs were represented in the working group. The 2021/22 PPMs were reviewed and refined with the aim of standardisation and inclusion in the Provincial APPs in 2021/22. A total of 39 indicators were agreed on.

The PPMs are now known as Standardised Output Indicators (SOIs) as per the Revised Framework for Strategic Plans and APPs issued by the DPME in 2020. The draft 2021/22 SOIs were sent to PEDs on 14 August 2020 for submission of inputs by 24 August 2020. No inputs were received. Letters were sent to Heads of Department (HODs) on 21 September 2020 to note the decisions and agreements of the sector concerning the 2020/21 SOIs and to request them to adopt the 2021/22 SOIs in their plans. HODs had to include inputs emanating from the 2019/20 audit on the SOIs document, with their responses to letters from the Director-General on 29 September 2020. Letters were received with inputs from PEDs, indicating which of the indicators were to be adopted, with reasons for non-adoption.

Inputs from all PEDs were consolidated into the final document, indicating what was and what was not incorporated, with reasons thereof. Numerous analyses were conducted on inputs from the PEDs which were presented at the third standard HEDCOM Subcommittee on PME held on 3 October 2020. The analysis showed that only three (3) indicators were agreed on by all PEDs without issues raised. This necessitated individual engagement with PEDs to secure sufficient consensus on indicators that the majority had agreed with to increase the number of standardised indicators in the sector. The engagements with individual PEDs led to the total number of SOIs increasing from three (3) to 20. The 2021/22 SOIs were then approved by the Director-General with letters to HODs on 6 November 2020.

The set of 20 SOIs for 2021/22 could not be standardised, due to the Western Cape Education Department not formally adopting these SOIs.

Presidential Employment Stimulus Package: The President announced an economic recovery stimulus package on 21 April 2020. This package entailed an allocation for job creation and retention of R100 billion for mitigating the effects of COVID-19 and lockdown in the country. The role of the DBE was to ensure implementation and monitor the Basic Education Employment Initiative (BEEI). The project was eventually migrated to DBE Programme 3 to manage as it deals with Education Assistants in the nine (9) Provinces.

Adjusted Estimates of National Expenditure (AENE): The AENE aims at providing information on adjustments in the budget as well as expenditure and performance achievements for the first six (6) months of the current financial year. The DBE compiled the AENE chapter from the Branch inputs. The AENE chapter was submitted on 23 September 2020 to the National Treasury.

Estimates of National Expenditure (ENE): The DBE submitted the approved 2021 ENE chapter to National Treasury on 29 December 2020. The DBE received the final 2021 ENE chapter from the National Treasury for the final check and sign-off on 15 February 2021. The DBE submitted the approved 2021 ENE chapter to the National Treasury on 16 February 2021.

Medium-Term Expenditure Framework (MTEF): The MTEF provides the medium-term budget estimates to the Department of National Treasury. The DBE coordinated and compiled the narrative for the MTEF which included targets and the narrative explaining the impact of the budget cuts on service delivery. The MTEF narrative was submitted to Finance on 11 September 2020 and the presentation was submitted on 16 September 2020, in preparation for the Learning and Culture Function Group meeting which was held on 17 September 2020.

Service Delivery Improvement Plan (SDIP): The DBE has an SDIP in place which focuses on certification concerning the National Senior Certificate. A virtual meeting was held internally on 14 May 2020 to discuss improvements on the 'Turnaround Time' of certification. A follow-up clarity seeking virtual meeting was held on 22 June 2020 between the DBE and DPSA. The resolution by the DBE is to reduce rejected applications and monitor/quantify service levels annually and include the indicators in the 2021/22 APP.

Umalusi has been encouraged to do the same by identifying problems and monitoring service levels, times and barriers especially concerning their quality assurance role. A meeting to revitalise the Batho Pele Strategy was held on 11 March 2021 between the DBE and the DPSA. The focus of the meeting was on professionalising Public Service and how to deal and proceed with infrastructure challenges (water and sanitation) in rural schools.

Under-achievements:

The Department has not achieved the complete analysis of Provincial APPs for sector priorities. However, numerous analyses were conducted to check for MTSF alignment. With the additional capacity, the DBE plans to analyse the provincial APPs using the assessment developed by the DPME.

Research Co-ordination, Monitoring and Evaluation (RCME)

Census of all Early Learning Programmes: The national census of Early Learning Programmes aims to map all Early Learning Programmes in South Africa to understand the full size and shape of the sector. The data collected through this census will inform the development of an education management information system, as well as human resources planning system focused on Early Childhood Development (ECD) provisioning specifically. During this financial year, the LEGO Foundation has agreed to fund the census and a Memorandum of Agreement (MoA) was signed between the Foundation and the Department. The request for proposals was advertised as per the LEGO Foundation's procurement process and a service provider has been appointed.

Support for the Early Childhood Development Function shift: The RCME Directorate has been providing support to the ECD function shift. In this financial year, a Diagnostic Report was compiled and approved by the Director-General. The Project Management Team and the six (6) Technical Teams were revived and have been meeting with the provincial technical teams regularly to ensure that a detailed business plan is developed and implemented. A Presidential and Provincial Proclamation were drafted and are being processed to the Presidency for signature. The two (2) Departments have done an organisational scoping and have agreed on the staff complement that is ring-fenced for transfer. The budget lines for transfer has also been identified at a national and provincial level. In terms of data, information, monitoring and evaluation, provincial checklists were developed by the Provincial Departments of Social Development to indicate all data and information on ECD that they have developed.

The RCME and Strategic Planning and Reporting Directorate have also participated in the Data, Information, Monitoring and Evaluation Technical Team. During this financial year, the technical team focussed on gaining a better understanding of the indicators that the Department of Social Development is reporting on, as well as understanding the data systems used to collate this information. The national and provincial Departments of Social Development have developed comprehensive checklists with this data and information and these have been signed off by their Accounting Officers.

The Second Early Grade Reading Study (EGRS II): The study entails a three-year language literacy intervention and forms part of a series of studies initiated by the Department to build evidence about what works to improve the learning and teaching of early grade reading in South African schools. The structured learning programme in Mpumalanga targeted the instructional practice of teaching English First Additional Language (EFAL) through the support of coaches along with the added benefit of receiving enhanced Learning and Teaching Support Material (LTSM) and term training. The fifth and final wave of data was collected in 180 schools, among 2 490 learners in November 2020. Using this data, a research note was developed to calculate the impact of the COVID-19 pandemic on learning losses in the Foundation Phase.

General Household Survey report: The data for the 2019 General Household Survey was received in March 2020 and a draft Focus on Schooling report was compiled.

HEDCOM Subcommittee on Planning, Monitoring, and Evaluation: All scheduled meetings were held on 19 February, 3 June and 1 October 2020 respectively and provinces were represented. The Head of Department (HoD) from the Free State province, Advocate Malakoane, was appointed to lead the work on behalf of HEDCOM in the Standard Operating Indicators process.

Reading Support Project (RSP): This financial year included the coach shadowing that was undertaken by researchers from the appointed service provider. The RSP coaches received face-to-face training for term four (4) as well as a week of virtual training from UNICEF. The training successfully covered areas such as sustainability and best practices as the RSP ends. The RSP teacher training took place in November 2020 and focused on the Foundation Phase teachers in the schools that are part of the project in the North West province. Data collection took place in 60 schools from 16 to 27 November 2020.

Close-out activities for the RSP included the final RSP School Management Team-Professional Learning Community (SMT-PLC), a reference group meeting, and a school principals meeting. The service provider also drafted a close-out report that was submitted on 23 February 2021.

From January to March 2021, the evaluation of the RSP was the primary focus of the project. The evaluation service provider conducted a telephonic survey among a sample of RSP School Principals, HODs, and teachers. The survey was aimed at investigating how COVID-19 affected schooling, curriculum delivery, teaching performance, and learner performance, the extent of alternative learning provisions and the psychosocial wellbeing of teachers and principals. The survey was conducted from 27 January to 05 February 2021. In March 2021, the service provider submitted the draft RSP Summative Evaluation Report for review by the DBE, USAID, and the other partners. The appointed service provider will submit the final report at the end of March 2021. Furthermore, in this financial year, the impact evaluation data collection preparations commenced with two (2) pilots undertaken to test learner's assessments. With each pilot, lessons and feedback on the instruments inform revisions.

Coaching Course: The core of the first Early Grade Reading Study (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 the 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. The development of the course commenced in February 2019 and concluded in December 2020, and UNICEF has provided the funding for implementation.

Efforts were made to secure suitable accreditation for a new Foundation Phase language-coaching course. A desktop review was conducted to investigate the three (3) accreditation options and to recommend a way forward. It was decided that the course will be university accredited to retain the quality. The University of Johannesburg (UJ) was identified as the university that will offer the course. Documents for the Short Learning Programme (SLP) were submitted to UJ, which outlined how the modules will be named, the structures, and the number of units in line with how university materials are developed.

A virtual stakeholders meeting was held with UJ to discuss the terms of accreditation. It was agreed that the course would be offered as an SLP by UJ from 2021. Additionally, a workshop was held with UJ to finalise the SLPs module structure, course credits and to make joint final decisions on the course accreditation. Following these consultations, UJ has agreed to award certificates for all the RSP coaches who qualify under the University's requirements who have participated as the first cohort in 2020. UJ will also be developing the course as an Advanced Education Diploma that will be provided from 2023 following approval.

UJ confirmed the issuing of accredited SLP certificates at the start of 2021. In terms of the next steps, 22 participants of the remaining cohort are expected to submit a completed Portfolio of Evidence (POE) which will be sent to UJ for accreditation. Henceforth, the course will be offered and marketed directly through UJ. UNICEF will also lead communication strategies to create public awareness of the course. Plans are already underway to enrol the next cohort on the SLP programme which will include the coaches and Subject Advisors who are currently in the Early Grade Reading Programme (EGRP). Several Project Management Team meetings were held on the course on 21 April 2020, 18 August 2020, and 11 March 2021.

The UNICEF coach training took place online as follows:

Session 2: 11 to 15 May 2020- Module 4-6;

Session 3: 04 to 07 August 2020, Module 7-9; and

Session 4: 26 to 29 October 2020, Module 10-12.

Early Grade Reading Programme (EGRP): The Early Grade Reading Programme is a three-year intervention that involves the provision of a structured reading programme across Grades 1 to 3 in all eligible Setswana Home Language no-fee paying primary schools in the Dr. Ruth Segomotsi Mompati district from January 2021 through to December 2023. UNICEF South Africa, the Danish Hempel Foundation, and the North West Department of Education (NWDoE) in collaboration with the DBE jointly fund it. The intervention will focus on both Setswana and EFAL.

Provincial engagement and district consultations were initiated. This included an introductory briefing session where details of the intervention design were shared. Proposals of activities planned that would require the assistance of the province and district were also presented. Furthermore, a representative from the province participated in the bid selection committee that evaluated technical proposals received for the Service Provider Terms of Reference circulated in April 2020. In close consultation with the district, Subject Advisors, and project partners, the intervention activities were modified in response to COVID-19 safety regulations and considerations that are being led by the appointed Service Provider.

A project associate was contracted to the DBE and assumed duty on 1 October 2020 to support the coordination and stakeholder engagement of the programme. Finally, a successful principals' launch was held in Vryburg, North West.

Literacy coach training took place in January 2021 at Klondike Lodge in Vryburg, North West Province. All appointed literacy coaches were present and after receiving the training they had a session where they put all they had learned into practice for their peers and representatives from NWDoE, the DBE, UNICEF-SA, and the implementing service provider. Teacher training took place on 17 to 25 February 2021 for Grades 1 to 3 respectively. The training was for both Setswana HL and EFAL. The training was conducted in seven (7) venues across the three (3) sub-districts namely Naledi, Greater Taung, and Kagisano Molopo. The attendance of teachers was above 80%. Strict COVID-19 protocols were put in place and adhered to at all venues. During the training, teachers received their LTSM packs, a computer tablet loaded with the EGRP app, and the lesson plans for term 1.

Reading Benchmarks: The DBE is in the process of developing reading and writing norms and standards for African languages. The two (2) reports, a Design Report as well as Nguni Languages Benchmarks Report, were produced, launched, and disseminated to relevant stakeholders. Currently work is underway towards developing Setswana HL and EFAL reading benchmarks, with the respective reports anticipated in September 2021. In principal agreements have also been made with donors to begin work in producing benchmarks for Sepedi and Tshivenda.

Continuous Teacher Professional Development (CTPD) Rapid Review: The results from the implementation evaluation of the Curriculum and Assessment Policy Statements (CAPS) by the DPME found that many South African teachers were not properly equipped to enact the curriculum effectively. A key recommendation from the evaluation was for the Department to conduct a review of in-service teacher training and CTPD opportunities. The DBE, in partnership with the DPME, has started work towards undertaking a rapid review of CTPD and appointed a service provider for this work in September 2020. The service provider held a workshop with the Steering Committee in November 2020 to explain the Theory of Change of CTPD. Steering Committee members include officials from the DBE, DPME and SACE. The service provider submitted a final report with inputs made by the Steering Committee.

Early Grade Mathematics Project (EGMP): The DBE, through the RCME Directorate, initiated the 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. The early phases of this work involved a scoping study and review of Mathematics research, as well as a design and implementation evaluation of the pilot of the DBE Framework for Teaching Mathematics with Understanding (TMU).

The project has five (5) workstreams that fall under the research umbrella and each workstream has accompanying activities. In the year under review, Epoch and Optima Trust and the Zenex Foundation have jointly committed to fund three (3) of these activities for three (3) years. The first activity entailed the appointment of a Research Associate. In the coming year, the Research Associate will facilitate the execution of the remaining two (2) activities, that is, a review of early grade Mathematics assessments and materials; and annual Research Indabas, all for the period between 2021 and 2023.

Whole School Evaluation (WSE) – Early Grade Reading Support: In the year under review, RCME continued its support of the WSE unit's work with guiding the development of the Grade 3 and Grade 6 learner assessments as a component included to measure the reading progress of schools who undertake evaluations. Despite the mini-pilot being cut short due to the COVID-19 pandemic lockdown, analysis and refinement of the tests were completed and handed over to WSE. In preparation for the WSE larger pilot in 2021, RCME provided training and an overall briefing of the learner assessments to officials in KwaZulu-Natal and the Northern Cape. A briefing and training session for the Gauteng province was held at the close of 2020. The WSE team presented findings from the Northern Cape and KwaZulu-Natal pilots to RCME that led to further revisions on the instruments. Training of the remaining Provincial Education Departments is scheduled for the next quarter.

Alignment Mapping Document: In 2014, the Strategic Planning, Research and Coordination Chief Directorate developed a mapping document that aligned the National Development Plan goals; the Medium-Term Strategic Framework (MTSF) 2014-2019 targets; the Action Plan to 2019: *Towards the Realisation of Schooling 2030*; and the ANC Election Manifesto 2019. In the year under review, the mapping was updated to include the Sustainable Development Goals (SDGs); African Union (AU) strategic objectives; Action Plan to 2024; and the Medium-Term Strategic Framework 2019-2024. The purpose of the document is to signal the alignment with the sector as well as to alert the responsible managers to ensure that the data collected in the sector may be used for reporting purposes in response to SDG and AU reporting requirements. This document was presented to the Senior Management meeting (SMM) and Broad Management Meeting (BMM) in September and October 2020 respectively.

COVID-19 Research Repository: The RCME Directorate has developed a COVID-19 research repository about the novel COVID-19 disease and its impact on children, schooling and educational outcomes, as it is currently understood. This compilation is a collation of peer-reviewed empirical studies, editorial viewpoints, research policy briefs and insights from leading South African and international sources. It attempts to provide some useful resources to researchers, policy analysts and any other stakeholder with an interest in understanding the state of evidence and scientific research into critical questions around the COVID-19 pandemic and schooling. The first compilation with resources was published between April 2020 and August 2020. The second compilation was published in March 2021 and includes publications from September 2020 to February 2021. This compilation also has a new section on COVID-19 and ECD.

Finance Review: During the financial year under review, four (4) provinces, namely Gauteng, Limpopo, KwaZulu-Natal and North West were identified for in-depth participation in a review of the cost implementing structured learning programmes. Virtual interviews were held with three (3) out of the four (4) provinces identified, that is, Gauteng, Limpopo and North West. The service provider also consulted the DBE LTSM, Curriculum and Teacher Development colleagues. A costing framework workshop was held virtually with all nine (9) provinces on 15 July 2020. The workshop had representatives from Provincial Treasuries, PEDs, Teacher Unions and the DBE LTSM, Curriculum and Teacher Development officials. The purpose of the workshop was to have a final consultation with provinces to establish their optimal model. The findings from this consultation were included in the final report. Further consultation took place with the Teacher Union Collaboration (TUC) on 14 August 2020. This consultation is aimed at ensuring that the TUC knows about the programme and is involved from both a funding perspective and in supporting the process. The Project Management Team overseeing this project also met on 13 July 2020 and approved the deliverables to date.

The service provider had various consultations with the DBE, PEDs, Teacher Unions, National Treasuries and other stakeholders which informed the model of delivery and funding options for scaling up the EGRS Programme. A Model Transfer Workshop was held on 27 November 2020. This was the last deliverable of the project. This workshop presented the results from the draft report with a comparison of different models of scaling and models of the programme. Officials from five (5) PEDs were trained on the use of the costing model. The PEDs who attended the workshop included Gauteng, North West, Mpumalanga, Northern Cape and Limpopo. The costing model was designed as a decision-making tool to be used by provinces going forward. The final report was finalised and approved in December 2020.

Research repository: During the financial year under review, the Department consolidated a research repository that is published on the DBE website. This is the second update following the launch of the repository. The repository contains sector-specific research commissioned and conducted within the DBE and the research was grouped under the following themes:

ECD;

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 Information and Communication Technologies (ICTs);

LTSMs;

Assessments (national and international, systemic, diagnostic, National Senior Certificate (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 and additions of research to the repository will be an ongoing process. Branches would have the opportunity to submit relevant research as and when it becomes available.

National Income Dynamics Study Coronavirus Rapid Mobile Survey (NIDS-CRAM): A national consortium of 30 social science researchers from five (5) South African universities convened to conduct the NIDS-CRAM between May 2020 and the start of 2021. The NIDS-CRAM project aims to collect, analyse and disseminate data on the effects of COVID-19 on South Africans. With the permission of the South African Presidency and other relevant stakeholders and institutions, the NIDS-CRAM survey was created based on a pre-existing nationally representative household panel survey, NIDS. The NIDS panel spanning from 2008-2017 is a nationally representative survey with the same individuals and their descendants being re-interviewed every 2-3 years. Officials from the DBE contributed to these reports focusing on education and ECD across three (3) waves of reports.

Research Outputs the following research outputs were produced. Ten (10) Academic papers were completed as follows:

Cilliers, J., Fleisch, B., Kotze, J., Mohohlwane, N., Taylor, S., Thulare, T. (2020). Can Virtual Replace In-person Coaching? Experimental Evidence on Teacher Professional Development and Student Learning. RISE Working Paper 20/050.

Gustafsson M., & Nuga C. (2020). How is the COVID-19 pandemic affecting educational quality in South Africa? Evidence to date and future risks. NIDS-CRAM Insight Brief.

Wills, G., Kotze, J., Kika-Mistry, J. (2020). A Sector Hanging in the Balance: ECD and Lockdown in South Africa. NIDS-CRAM Working Paper.

Mohohlwane, N., Taylor, S., & Shepherd, D. (2020). COVID-19 and basic education: Evaluating the initial impact of the return to schooling. NIDS-CRAM Working Paper.

Wills, G., Kika-Mistry, J. & Kotze, J. (2021). Early Childhood Development and lockdown in South Africa: An update using NIDS-CRAM wave 3. NIDS-CRAM Working Paper.

Mohohlwane, N., Taylor, S., & Shepherd, S. (2021). Schooling during the COVID-19 pandemic: An update from Wave 3 of the NIDS-CRAM data. NIDS-CRAM Working Paper.

Pophiwa, N., Nuga-Deliwe, C., Mathe, J., & Taylor, S. (2020). Using evaluations to inform policy and practice in a government department: The case of the Department of Basic Education in South Africa. In *Using Evidence in Policy and Practice: Lessons from Africa*. Editors Goldman, I., & Pabari, M.

Taylor, S., Cilliers, J., Prinsloo, C., Fleisch, B. (2020). How to Improve Teaching Practice? An Experimental Comparison of Centralized Training and In-Classroom Coaching. *Journal of Human Resources*. 55(2) 926-962.

Mohohlwane, N. (2020). Mother-tongue instruction or straight-for-English? The primary education policy dilemma. RESEP Working Paper.

Fleisch, B., Kotzé, J., Mohohlwane, N. and Taylor, S., 2020. Lessons from large-scale reading studies for initial and continuous teacher development. *Glimpses into Primary School Teacher Education in South Africa*, p.39.

Conferences and international research engagements presented at:

2020 Comparative International Education Society (CIES) Conference;

2020 Research in Improving Systems of Education (RISE) Conference;

World Bank Panel on Supporting Teachers in the Age of the Pandemic;

2020 Literacy Association of South Africa (LITASA) Conference;

Virtual Roundtable on Structured pedagogy hosted virtually by the Bill and Melinda Gates Foundation;

Panel on RTI Structured Pedagogy Guides: How to Improve Foundational Literacy and Numeracy; and

Participation in the Centre for Global Development Working Group on New Evidence Tools for Policy Impact.

Under-achievements:

General Household Survey Report: The unexpectedly late release of the 2019 General Household Survey data by Statistics South Africa (StatsSA) has delayed the analysis process of the Focus on Schooling report. The report will only be processed and approved in April 2021.

Coaching Course: Only six (6) out of the 22 candidates in the remaining cohort had submitted all four (4) POEs. The remaining 18 failed to meet the deadline, which was set for mid-March 2021 to meet the April graduation. The candidates with outstanding POEs can still graduate in October 2021 if they submit by May 2021.

Pilot of Outcomes-Based Contracting: The procurement of a service provider for the implementation of the pilot failed at the stage of Bid Evaluations as the funders withdrew. The main reason cited for this is a delay in the process of procuring a service provider, together with other risks to the project, such as the disruptions to schooling due to the pandemic. These factors were beyond the control of the DBE. Currently, there are no remedial steps to be noted.

Early Grade Reading Programme: After the initial allocation of schools to the project, it emerged that the school list that was validated during the Reference Group meeting with Subject Advisors did not match the design criteria. The main deviation was having multi-graded classrooms. These schools were identified and removed from the list.

Overnight/Residential teacher training: The second wave of COVID-19 made it challenging to have residential teacher training as envisaged. However, the good working relationship established between the DBE, UNICEF-SA, the NWDoE and the implementing service provider ensured that all risks were mitigated concerning venue booking and securing school teacher attendance. As such although residential training did not happen, there was still training that occurred over two (2) days per grade as per the implementation plan.

Finance Review: Due to the COVID-19 pandemic regulations, all provincial consultation visits that the research team had planned to undertake to the provinces were put on hold. The consultations ultimately took place virtually. The costing framework workshop, which was planned to take place in Gauteng, was also conducted virtually. The Model Transfer Workshop which took place on 27 November 2020 was attended by five (5) of the nine (9) provinces. Four (4) provinces were not represented.

Research Repository: There have been delays in uploading this on the DBE website.

Office of the Director-General SUPPORT SERVICES

Parliamentary and Business Processes

Parliamentary Meetings: The DBE honoured a total of 31 meetings of which 30 were with the Parliament of South Africa and one (1) was with the Western Cape Legislature. Out of the 30 meetings with the Parliament of South Africa, 20 were with the Portfolio Committee on Basic Education and the Select Committee on Education and Technology, Sports, Arts and Culture. The DBE observed three (3) meetings of the public entities of the Department appearing before the Committees, five (5) meetings with the nine (9) PEDs presenting to the joint Committees and two (2) with the Teachers unions and School Governing Bodies Associations (SGBs) within the basic education sector appeared before the joint committees. Support was also provided to one (1) oversight meeting of Parliament to Gauteng, KwaZulu-Natal and Eastern Cape. A total of 34 presentations were prepared, quality assured and submitted to the oversight structures of Parliament and the Legislature.

Parliamentary Questions for April 2020 – March 2021: The DBE received a total of 389 questions for the year under review. A total of 281 were from the National Assembly (NA) and 108 were questions from the National Council of Provinces (NCOP). Below are several questions received per quarter:

Table 17. Parliamentary questions

QUARTER	NA	NCOP	TOTAL
1	58	22	80
2	97	27	124
3	84	44	128
4	42	15	57
Total	281	108	389

Intergovernmental and Technical Support

Manage and coordinate intra and interdepartmental and stakeholder activities: The Department coordinated the launch of donation of tanks by USAID and China on supplying tanks to the Northern Cape PED.

MoU Signing: The DBE coordinated the signing of a Memorandum of Understanding (MOU) with SASOL on the donation of sanitisers to four (4) provinces and facilitated the signing of an MOU on the Education Employment Initiative (EEI) with Harambee to assist with the application process on the Education Assistants project in Provinces.

The DBE coordinated the following meetings:

- Presentation to Portfolio Committee: Meetings were arranged with provinces to prepare a presentation on the audit of COVID-19 essentials to the Portfolio Committee.
- SANSBOC meeting: One (1) meeting with the South African National Small Bus Operators (SANSBOC).
- SONA Commitments: Six (6) meetings with branches on progress made on SONA commitments.
- Infrastructure and ASIDI: Coordinated the Director General's visit to Limpopo, Eastern Cape and KwaZulu-Natal to monitor 167 Infrastructure projects. DG's Infrastructure meetings with Implementing Agencies (IAs) and ASIDI. One (1) meeting was convened with HODs and CEOs of Implementing Agents.
- Umalusi Standardisation Meeting (NSC): The pre-standardisation virtual meeting was convened with internal moderators, chief markers, subject specialists, curriculum and examination managers with nine (9) provinces to ensure credibility of marks.

The Department monitored all marking centres in nine (9) provinces.

Monitoring Progress of the Basic Education Employment Initiative (BEEI) Project: The DBE conducted provincial visits from 10 to 19 November 2020 to track the progress of the implementation of the BEEI project in all nine (9) provinces. Provincial school visits were also undertaken from 01 to 04 December 2020 to track the implementation of BEEI in schools. It further coordinated the Project task team meetings to track progress on the appointment of Education Assistants and General School Assistants.

Monitoring of Saturday schools and Spring classes in Provinces: The Department undertook the following monitoring visits to PEDs:

- Gauteng Saturday schools on 12 September 2020, 20 schools in KwaZulu-Natal from 3-4 October 2020, 19 schools in Northern Cape from 10-11 October 2020 and 12 schools in Limpopo on 16 October 2020; and
- Monitoring visits of 103 Spring camps in eight (8) Provinces (Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Mpumalanga, Northern Cape, North West and Limpopo) from 21-30 October 2020.

Coordination and Secretarial Support

The DBE has established and manages various sector coordination 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).

Meetings Convened: During the period under review, 63 meetings were scheduled, amongst which 111 were convened. 34 meetings were not convened and these comprised five (5) BM, four (4) MM, eleven (11) SM, four (4) Social Protection, Community and Human Development (SPCHD) Cluster and four (4) SPCHD Cluster Technical Working Group (TWG). The DBE has successfully managed the logistical arrangements, agenda-setting and record drafting for all the convened meetings. The breakdown of the meetings is captured in the table below:

Table 18. Breakdown of Meetings

COORDINATING MECHANISM	SCHEDULED MEETINGS	MEETINGS HELD	UNSCHEDULED MEETINGS HELD	MEETINGS NOT HELD
BM	11	6	3	5
SM	15	4	16	11
MM	4	0	2	4
HEDCOM	6	3	28	3
CEM	5	2	24	3
SPCHD Cluster	11	7	8	4
SPCHD Cluster TWG	11	7	1	4
Total	63	29	82	34

Over and above these, several other virtual meetings were convened to deal with COVID-19-related matters and these meetings involved stakeholders. They are as per the table below:

Table 19. Virtual meetings with stakeholders

Name of Structure	Number of Meetings
CEM – SGB ASSOCIATIONS AND TEACHER UNIONS	2
MINISTERIAL SPCHD CLUSTER	3
MINISTER – Congress of South African Students (COSAS)	2
MINISTER AND ENTITIES	1
MINISTER – Independent Schools Association of Southern Africa (ISASA)	1
MINISTER – PRINCIPAL ASSOCIATION [South African Principals Association (SAPA), Deaf Education Principal's Association (DEPASA), Education Management Association of South Africa (EMASA) and South African National Association for Specialised Education (SANASE)]	3
MINISTER – South African Human Rights Commission (SAHRC)	1
MINISTER AND SGB ASSOCIATIONS	5
MINISTER AND TEACHER UNIONS	10
MINISTER AND National Alliance of Independent Schools Associations (NAISA)	2
MINISTER WITH PUBLIC PROTECTOR OF SOUTH AFRICA	1
DG – SGB ASSOCIATIONS	13
DG – ENTITIES	1
DG – COSAS	1
DG – SGB ASSOCIATIONS AND TEACHER UNIONS	4
DG AND TEACHER UNIONS	22
MINISTER'S MEETING WITH BASIC EDUCATION STAKEHOLDERS	1
JOINT TECHNICAL MINMEC	1
BASIC EDUCATION LEKGOTLA	1
Total	75

HEDCOM Subcommittee Reports at HEDCOM Meetings: The DBE facilitated the processing of HEDCOM Subcommittee reports at HEDCOM meetings. Such reports are processed at HEDCOM every two (2) months.

FOSAD Cluster Reports at SM Meetings: The DBE has facilitated the processing of FOSAD Cluster reports at SM meetings. The report of the SPCHD Cluster is tabled at 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.

Annual Schedule of Meetings of HEDCOM Subcommittees for 2020 and 2021: The DBE has finalised a consolidated annual schedule of HEDCOM Subcommittees' meetings for 2020 and 2021. The same was processed at SMM and HEDCOM and thereafter circulated to PEDs.

DBE Lekgotla: Also, the DBE successfully convened a three-day virtual DBE Lekgotla: 25 – 27 February 2021, handling the attendant logistical arrangements, as requested by the Minister and the Director-General.

The breakdown of the meetings convened is captured in the table below:

Table 20. Management Meetings

Activity	Related output
BMM	6 x Approved Minutes Minutes of 26 November and 7 December 2020 will be presented for approval at the meeting of 29 April 2021.
SMM	15 x Approved Minutes Minutes of 11 December 2020 and 12 and 27 January 2021 will be presented for approval at the next meeting.
MM	Minutes of 08 May and 19 June 2020 will be presented for approval at the next meeting.
HEDCOM	21 x Approved Minutes Minutes of 10 December 2020, 12 and 31 January, 02 and 07 February and 09 March 2021 will be presented for approval at the next meeting.
CEM	6 x Approved Minutes Minutes of 08 April, 26 April, 11 May, 25 May, 30 May, 04 June, 06 June, 02 July, 14 July, 18 July, 22 July, 05 November, 18 November, 21 November, 23 November, 01 December, 03 December, 12 December, 18 December 2020 and 13 January, 01 February, 08 February and 13 February 2021 will be presented for approval at the next meeting.
SPCHD Cluster Joint Technical Ministers and Members of Executive Councils Meeting (MINMEC) Meeting Between the Departments of Basic Education and Social Development	11 x Approved Minutes Minutes of 12 April, 09 December 2020, and 03 March 2021 will be presented for approval at the next meeting.
SPCHD Cluster TWG	7 x Approved Minutes Minutes of 16 February 2021 will be presented at the next meeting.

Under-achievements:

Unexpected cancellations of meetings, which was a result of the busy schedules of the Executive Authorities and Senior Managers. The Secretariat continues to endeavour to ensure that all scheduled meetings convene accordingly.

Internal and External Stakeholder Relations

Stakeholder Liaison is responsible for identifying, developing and maintaining strategic stakeholder relationships, and for retaining the support and involvement of stakeholders that are critical to the success of the Department. The following meetings and activities ensued during the period under review:

Stakeholder meetings arranged for the Director-General: Amidst the COVID-19 pandemic, the DBE organised and participated in 55 virtual meetings during the financial year. These meetings were mainly aimed at consulting various stakeholders regarding the re-opening of schools, COVID-19 protocols, Amended School Calendar, NSC Examination Timetable and saving of posts as a result of loss of jobs by parents.

The table below depicts the dates, names of stakeholders and purpose of meetings held during the first quarter of the financial year:

Table 21. Stakeholder meetings arranged for the Director-General

Name of Stakeholder	Purpose of the meeting	Dates
National Alliance of Independent Schools Associations (NAISA)	Share DBE plans as dictated by COVID-19	21 April 2020
NAISA	Discussion on Directions issued by the Minister regarding reopening of schools on 1 June 2020	30 May 2020
Home Education Associations	Sharing of DBE plans under the COVID-19 new normal.	5 May 2020
Organisations representing learners with Special Education Needs	Discussion of the risk of gradually lifting of the lockdown and phasing in of schooling.	5 May 2020
Education Deans Forum	Amended School Calendar Amended 2020 NSC examination and special concession at the start of the 2021 academic year.	8 May 2020
DBE Unions	Appraise Unions on Risk-Adjusted Gradual phasing in of schooling and return of DBE staff under the relaxed lockdown level.	12 May 2020
Deaf Education Principals Association of SA (DEPASA)	Curriculum access to the disability sector under COVID-19. Support to the disability sector.	30 May 2020
The South African Human Rights Commission (SAHRC)	Concerns regarding the reopening of schools and inequalities in the provision of infrastructure, water and other resources required during COVID-19	31 May 2020

After the gradual phasing in of schools (Grade 7 and 12), the Director-General continued to engage stakeholders, especially during the second quarter of the financial year.

On 10 July 2020, the Director-General met with the Public Protector (PP) and Deputy Public Protector (DPP). The meeting was arranged at the behest of the PP to raise concerns received from the public regarding the opening of schools. Other matters discussed were related to the NSNP.

On 11 July 2020, the DBE attended a COSAS workshop to share its position on the re-opening of schools during the COVID-19 pandemic and to respond to concerns raised by COSAS. This workshop was followed by another meeting on 14 July 2020 to address the disruptions of schooling by COSAS.

On 16 July 2020, the Minister convened a meeting with leaders and representatives of the School Governing Bodies Associations and Principals Associations (SAPA, DEPASA, EMASA). The meeting focused on the gradual return of some grades to school. On 17 July 2020, the Minister further met with Civil Society, as part of the stakeholder consultative meetings to discuss maintenance of learning and teaching.

The National Alliance of Independent Schools Associations (NAISA) was also consulted on 18 July 2020, as part of the consultative process on the re-opening of schools amid the COVID-19 pandemic. On 24 July 2020, the Minister further met with District Directors to share views on the re-opening of schools and the preparations that were in place for the gradual phasing in schooling. On 31 August 2020, the Director-General met with the Independent Examination Board (IEB). The purpose of the meeting was to discuss the 2020 school calendar year and examination timetable for Grade 12 learners, including the release of the results.

On 31 August 2020, the Director-General met with the DBE Unions. The meeting aimed to appraise these stakeholders about COVID-19 related matters affecting the sector. Among others, the meeting was informed of the SOPs applicable to DBE offices, the number of COVID-19 cases, recoveries and fatalities, the amended 2020 school calendar as well as the amended 2020 NSC examinations timetable.

The above meeting was followed by another Director-General meeting with SACAI and NAISA on 02 and 04 September 2020 respectively. The purpose of these meetings was to discuss the amended 2020 school calendar, NSC examination timetable, special funding for independent schools and the possible scenarios for the 2021 school calendar. On 16 September 2020, the Director-General also met with the Office Bearers of Teacher Unions to discuss issues about back to school under Corona Virus Disease 2019" Health and Safety, and the state of readiness for the NSC and SC Examinations. These meetings were followed by a meeting with Universities South Africa (USAf) on 24 August 2020, wherein a discussion regarding the 2020 school calendar, alignment of the 2021 academic processes and NSC examination timetable ensued.

The Director-General continued to consult stakeholders to discuss the Basic Education Employment Initiative that was introduced as a Presidential Initiative to create jobs for the youth, discuss the state of readiness of the Department as far as it pertains to examination readiness and provide feedback to stakeholders on the impact of COVID-19 on schooling.

Other meetings that took place include the Director-General's quarterly meetings with Public Entities (ELRC, Umalusi, ETDP-SETA and SACE). Two (2) meetings were held with these institutions in August and November 2020.

On 17 November 2020, the Director-General hosted a meeting between the DBE, Umalusi and the Department of Higher Education and Training (DHET) to address a concern raised by Umalusi regarding clarity on Gazetting of Policies and Regulations which have implications on both the Departments of Basic Education and Higher Education and Training. A Task Team was established, to provide advice to the heads of the three (3) institutions. This task was implemented and the guidelines regarding the gazetting were developed and shared among the institutions.

On 2 December 2020, the Director-General hosted a meeting between the DBE and Catholic Board of Education to discuss the public schools on the private land matter, a matter which arose in the Eastern Cape Province. Due to limitations on the DBE's jurisdiction to make decisions on this matter, the Director-General facilitated a meeting with the Eastern Cape administration to address the issue.

To strengthen management and accountability, an inaugural Middle Managers and Chief Directors Forum was launched on 3 and 16 November 2020. These were specially launched by the Director-General to encourage consultation, capacity building and discourse among members of management on matters that affect their levels of responsibility. The Future Nation Schools and DPSA participated in the meetings.

Intervention in the North-West: The DBE continued to provide support to the North West province under the section 100(1)(b) mandate. Two (2) reports were compiled and submitted during this financial year and two (2) arbitration cases were dealt with, one (1) finalised (in favour of the Employer) and the other one (1) is still in progress.

The DBE also dealt with the disciplinary matters of two (2) Senior Managers who were subsequently put on precautionary suspension. The disciplinary process regarding one (1) Senior Manager is underway while the second matter was completed and the manager dismissed. The manager has since approached the General Public Service Sector Bargaining Council to lodge a dispute of unfair dismissal.

The DBE coordinated a Ministerial Congratulatory event for the Riaan Mensar Foundation regarding the Matrics in Antarctica project where the Deputy Minister addressed the five (5) learners who were selected to undertake an educational tour with Riaan Mensar, the explorer, to Antarctica.

Furthermore, the DBE compiled a quarterly report for the Ministry to report to the Subcommittee on Education, Health, Science and Arts and Culture on progress made regarding the achievement of the education resolution of the ruling party conferences. The purpose of this report is to assess whether Cabinet implements the decisions of the ruling party on matters about education.

On 3 – 4 August 2020, the DBE provided support to the Department of Civilian Secretariat for the Police Services with chairing of the disciplinary hearing. This matter involved the misconduct of an SMS member. The matter was concluded in September 2020.

Under-achievements:

The meetings with public entities were not held. Only two (2) meetings were held instead of four (4). The same applied to meetings with internal DBE unions where three (3) meetings instead of the expected four (4) were held. Most of the public entity staff members were working from home and there were no activities on site. Furthermore, due to few articles received, the 2020 Journal could not be completed owing to a lack of submissions of articles.

MINISTERIAL SERVICES

Office of the Minister

Cabinet and Parliamentary services: The Minister attended 90% of Parliamentary virtual meetings and answered Parliamentary questions within the prescribed timeframes. In the year under review, the Minister answered Parliamentary questions as oral questions.

In attending Cabinet and Parliamentary meetings, the Minister was able to strengthen the work of Cabinet and Parliament and answered all the necessary questions to provide clarity to stakeholders and society at large.

The Minister participated in the setting up of the District Development Model (DDM) in Sedibeng District Municipality Command Centre (Technical) and the Command Council (Political) structures which help with the smooth running of the DDM. Outreach programmes on handwashing day and a jamboree were also held in the District Municipality in enhancing the work of the DDM as the National Champion deployed in the Municipality. The net results are that the DDM model is well implemented in the Sedibeng District Municipality and is achieving its constitutive purpose.

The Minister conducted five (5) oversight visits to schools to monitor risk-adjusted levels as they were declared by Cabinet. The Minister also visited schools to monitor the safe return of SMTs, Teachers and Learners to schools as they were opened in a phased approach. The Minister also visited the NSC examination to monitor the writing of the 2020 Matric examinations, marking and also the results moderation and standardisation by Umalusi as the quality assurer body in the Basic Education Sector.

Schools complied with the risk-adjusted strategies which gave both learners and teachers protection against the Coronavirus and eased their minds to focus on the work at hand. Examinations started and concluded with minimal issues. The leaked examination papers were managed in such a way that it did not have a negative impact on the results and candidates who sat for these examinations.

Under-achievement:

The Minister was not able to answer all Parliamentary questions, nor attend all the DDM meetings in Sedibeng District Municipality due to competing Cabinet priorities.

Office of the Deputy Minister

The Deputy Minister has been actively engaged with the DDM processes in the John Taolo Gaetsewe (JTG) district municipality in the Northern Cape. The Deputy Minister has also been busy with stakeholder engagements, visiting Provinces allocated to her to monitor schools re-opening after the first lockdown, and subsequent adjusted risk levels as they were promulgated from time to time, depending on the virus mutation and its impact.

The Deputy Minister hosted a World Hand-washing day outreach in the JTG municipality as part of her DDM processes as the National Champion deployed in the area. The Deputy Minister visited KwaZulu-Natal, Eastern Cape, Limpopo and the Northern Cape to ensure that there was COVID-19 protocols observance at all times for learners, teachers and school managers to remain safe and academically productive.

One of the special projects that the Deputy Minister has been monitoring is the situation of undocumented learners in the country, working with and through the Department of Home Affairs. The Deputy Minister also leads the DBE Ministry on matters about the South African National Aids Council (SANAC) and has attended all the SANAC activities in the year under review.

The necessary meetings to introduce the DDM processes in the JTG were held and attended by all three (3) spheres of Government - National, Provincial and Local Government - who agreed to work together to achieve the one-plan one-budget goal.

The DBE was able to place issues of learner health, particularly the girl learner, on the agenda of SANAC and programmes to attend to both the boy learner and the girl learner issues. Learners are now attended to for health purposes emanating from the participation of the Deputy Minister.

MEDIA LIAISON AND NATIONAL AND PROVINCIAL COMMUNICATION

Communication and Research

Internal communication and publications: A total of 1 866 resources were uploaded inclusive of Annual Teaching Plans, ATP Mediation presentations and baseline assessments for 2021 to 2024; Curriculum and examination circulars and policies; vacancies; NSC reports; Foundation Phase stories; schools master list data; Basic Education Lekgotla resources; TDCM resources; 2021 workbooks; occupational subjects manuals; PATs 2021; calls for comments; resources for Director-General's provincial engagements, as well as *Thuto* articles, media alerts, statements, speeches and Government Notices.

Table 22. Communication through social media

	Q1	Q2	Q3	Q4
Website	-	1 298 341 visitors 6 885 598 hits	1 397 163 visitors 8 000 832 hits	1 890 312 visitors 11 028 076 hits.
Facebook	42 500 Followers 4 posts	52 101 Followers 342 posts	62 830 Followers 396 posts	66 031 Followers 70 posts
Twitter	204 000 Followers 67 Tweets posted 6.4m impressions	213 375 Followers 439 Tweets posted 7.6m impressions	224 292 Followers 684 Tweets posted 5.37m impressions	237 000 Followers 137 Tweets posted 2.8m impressions

The DBE website visitors and hits have been increasing steadily, while Facebook followers are increasing with a total of **812 Facebook** posts. In addition, two (2) bulk emails and one (1) bulk SMSs were sent, and a total of 1 327 Tweets were posted. A total of 192 articles and 17 editions of the DBE newsletter, *Thuto* (vol.276 - 293) were published. Further, a special Basic Education Sector Virtual Lekgotla Newsletter was published with 25 articles.

Communique and toolkits received from the Government Communication and Information System (GCIS) were shared with DBE officials via Newsflashes, and a total of eight (8) GCIS Internal Communicators' Forum meetings were virtually attended during this period.

Information Resource Centre (IRC): The IRC continued to provide an in-house library service to the DBE employees. A total of 14 530 library materials were made available, these include fiction books, non-fiction books, reference materials, journals, pamphlets, posters and digital resources. The IRC is catering to 652 patrons.

Under-achievement:

Intranet: The DBE Intranet was not regularly updated during the reporting period as access to the DBE office was limited owing to the COVID-19 restriction.

Media Liaison

Media Advisories and Statements: 94 advisories were issued and the Department's messages were regularly distributed. Communication support on the work of the Department was successfully implemented. The DBE issued a total number of 54 media statements. This is part of the ongoing implementation of the communications strategies of the Department.

Interviews and media queries: The DBE handled 351 media interviews and queries on different media platforms for the period under review.

Most of the work was directed towards communicating the Department's work on COVID-19 protocols and the safety of learners and educators. This included support given by the Department in preparation for the reopening of schools during the COVID-19 pandemic and the support given to learners using different platforms including social media. Communication was adjusted accordingly to target specific activities undertaken by the Department and its partners towards the re-opening of schools and the return of more grades back to classes as well as the return of educators after the announcement that the country will be moving to level one (1) of the lockdown. Communication also focused on the Matric Examinations and other tests that were written during the year under strict COVID-19 protocols.

Intergovernmental Relations

Seven (7) HEDCOM Sub-Committee on Communication meetings took place during the period under review. The Presidential Youth Employment Stimulus (BEEI) was coordinated, all the weekly PMT meetings were attended, as well as the one-on-one meetings with PEDs and the weekly Ministerial meetings.

The ECD Migration Communication Strategy was drafted and activities were coordinated with the GCIS and DSD. Communication support was provided to the Teacher Appreciation Programme, TALIS and COVID-19 Communication Agency Task Team that has been established for rapid dissemination of information. Communication with PEDs on the virtual Ministerial Results was also coordinated for the announcement of Matric Results.

Support to Ministry: The Deputy Minister was supported during the visits to Northern Cape for Global Hand-washing Day, Youth Jamboree, handover of Ford car engines in Port Elizabeth, a celebration of Indian Migrants in Durban and the day-to-day management of the Twitter account.

UNESCO, INTERNATIONAL RELATIONS AND PARTNERSHIPS

International Relations and Multilateral Affairs

Cooperation with the Ministry of Education of the People's Republic of China: The DBE is monitoring the implementation of a cooperation agreement with the People's Republic of China, the agreement was signed in 2013. The DBE collaborated with the DHET on the selection of two (2) students to be awarded scholarships from the Chinese Government.

The DBE finalised the Letter of Intent with the Higher Education Press of China on cooperation in the development of Mandarin textbooks for South Africa.

The DBE was invited to participate in Inter-Departmental discussions convened by the Department of International Relations and Cooperation (DIRCO) to discuss funding of projects with grant aid provided by the People's Republic of China. The DBE submitted a proposal for the building of three (3) mega schools which were submitted to the Chinese Government for approval.

On 10 August 2020, the Embassy of China in South Africa presented the idea of hosting an online seminar on Mathematics and Numeracy. The DBE met with the Embassy on 20 November 2020 to discuss the proposal of hosting the Awards by the Ambassador through which Grade 9 learners will be rewarded for their academic excellence in Mathematics. The proposed Awards would be valued at R1 million. After several meetings, it was agreed that the DBE will draft a concept paper, inclusive of the two (2) proposals for the Embassy to approve after input.

On 27 August 2020, the Embassy of China in South Africa and the Confucius Institute hosted the 13th Chinese Bridge Proficiency Competition for Secondary School Students in South Africa. The two (2) first prize winners will be delegated to represent South Africa at the World Final competition. Furthermore, some Chinese Universities, such as the Nanjing Tech University, offered some competitors full University scholarships if they wish to study in China. On 28 September 2020, the DBE attended the virtual 71st Anniversary of the Founding of the People's Republic of China.

A meeting between South Africa and China was held on 15 October 2020 to amend the 10 Year Strategic programme. On basic education matters, the amended programme reflects a heightened priority on cooperation on MST and vocational education. In addition, both sides welcomed the signing of the Letter of Intent between the Department of Basic Education and the China Higher Education Press regarding the development of Chinese Language Textbooks to teach the Chinese Language as a Second Additional Language in South African public schools with support from the Chinese Government. South Africa welcomed the inclusion of Chinese Language teaching in its national education system, and designated 17 September as South Africa's "Chinese Language Day".

As part of the agreement between South Africa and China, a language specialist was dispatched by the Chinese Government to promote activities related to the Chinese language, including any work to be done on the curriculum. The language specialist had to return to China due to ill health. The DBE was informed of the appointment of another language specialist who was ready to resume duties in South Africa. The approval process was finalised to invite the new language specialist to South Africa.

On 15 December 2020, the Minister met virtually with the Ambassador of China, Mr. Chen Xiaodong. The two (2) principals discussed the great cooperation between South Africa and China in basic education. The Ambassador confirmed his commitment towards education in South Africa and indicated that he would like to co-host the Mathematics Learner Excellence Awards with the Minister in 2021. The meeting re-confirmed that education is a critical part of the people-to-people exchange between the two (2) countries and committed to continue working together to implement the cooperation agreement between both countries.

Cooperation with the Ministry of Education of Cuba: The DBE is coordinating the implementation of a cooperation agreement between the DBE and the Ministry of Education of Cuba on the recruitment of Mathematics and Science specialists. There are currently 19 Specialists in South Africa, serving in the DBE, Limpopo, Gauteng, Eastern Cape and the Free State Provinces. The Director-General approved the appointment of one (1) specialist who commenced her duties on 6 July 2020. On 15 August 2020, one (1) of the specialists returned to Cuba due to ill health and he was released from his contract.

On 4 September 2020, the DBE met with MST provincial coordinators to request assistance with the transfer of two (2), Cuban subject specialists, to KwaZulu-Natal. Subsequently, on 26 October 2020, the DBE met with the KwaZulu Natal Department of Education to discuss the dispatch of the two (2) specialists to the province, where it was agreed that the dispatch will take place once logistics were finalised.

On 12 and 19 October 2020, the DBE attended monitoring visits in the Free State and Eastern Cape respectively where Cuban subject specialists made presentations of the work they had done in the two (2) provinces and to address challenges. Furthermore, the DBE participated in the MST Conditional Grant's second Inter-Provincial meeting on 22 October 2020. The DBE presented the outstanding issues to be addressed by provinces regarding the hosting of Cuban Subject Specialists.

On 28 October 2020, the DBE met with the Free State Department of Education to discuss the contracts of the specialists in the province, and it was agreed that internal consultations in the province should take place before finalisation with HR.

The Minister was invited to attend the 27th International Pedagogy Congress, hosted by the Cuban Ministry of Education. The Congress took place from 1-3 February 2021 and ten (10) officials from the DBE attended under the theme "*Education, innovation and sustainability for integral human development. Lessons learned in times of COVID-19*"; which took place on 2 February 2021. A report was submitted to the Minister.

Cooperation with the Ministry of Education in France: The DBE signed a cooperation agreement in the field of basic education with the Republic of France on 28 February 2019. The Embassy requested the DBE to share information regarding the number of schools, which offer the French language. A total of 77 schools were indicated, both primary and secondary, with 455 learners.

On 4 June 2020, the DBE and the Embassy met to discuss cooperation on the teaching of Science. This discussion emanated from the visit by a delegation led by the Director-General to France, where discussions were held with La Main À La Pâte Foundation (LAMAP) on the teaching of Science. The meeting agreed that a proposal, comprising disadvantaged provinces, will be tabled to the Director-General for approval. Following several internal meetings, the initial draft proposal on teacher training about vocational education and science cooperation (LAMAP) was developed.

The DBE met with the Embassy on 4 November 2020 to discuss a proposal on the training of French language teachers. The proposal was drafted by the Embassy, to find ways that could be sustainable in the provision of French language teachers in South Africa. On 4 December 2020, the DBE participated in a meeting on the evaluation of French language teaching in South African schools. An External Evaluator appointed by the French Embassy presented the Tentative Findings of the evaluation. The Evaluator informed the DBE that the French language project showed positive outcomes with most learners being equipped with linguistic skills which may be used in the future for communication with countries that speak French.

On 19 March 2021, the DBE met with the Embassy to discuss teacher development initiatives about teaching and learning the French language in South African Schools. The DBE and the Embassy agreed on the final draft of the Implementation Plan that will be submitted for formal approval.

Cooperation with the Republic of South Korea: The DBE signed a MoU with the National Institute for International Education (NIIED) of the Ministry of Education for South Korea in 2016. The MoU is about dispatching of Mathematics, Science and Information Technology Teacher Volunteers to South Africa. The DBE received communication from NIIED, informing the DBE of the suspension of travel of the South Korean Teacher Volunteers who were scheduled to travel to South Africa, due to the COVID-19 outbreak in several countries. The Embassy of South Korea in South Africa requested the DBE to assist with the repatriation of teachers that are currently in South Africa, amid the COVID-19 pandemic.

Cooperation with the United States of America: The DBE presented on Infrastructure, Inclusive Education, Reading Support and Early Childhood Development in the 11th Annual Bilateral Forum (ABF) between South Africa and the United States of America on 9 to 10 September 2020.

Cooperation with the Ministry of Education in Angola: The DBE is coordinating the implementation of a MoU between the DBE and the Angolan Ministry of Education on cooperation in the field of basic education. On 4 September 2020, consultations took place in the DBE on the finalisation of the Implementation Plan. The Director-General has signed the Implementation Plan; the Implementation Plan has been sent to Angola through diplomatic channels for signing.

Draft Memorandum of Understanding with the United Arab Emirates: The DBE and the United Arab Emirates (UAE) are negotiating a MoU in the field of basic education. The MoU includes cooperation in the following areas: ECD, Reading, ICT, Infrastructure, Teacher Development and Social Cohesion. The MoU was sent to the Embassy of the UAE for concurrence in 2020, and on 24 March 2021, the DBE received the MoU with new articles. The MoU was referred to Legal and Legislative Services for a legal opinion on the new articles, and thereafter the Department of Justice and Constitutional Development for assessment against domestic legislation.

Cooperation with the Ministry of Education in Kenya: The DBE is coordinating the implementation of a cooperation agreement with Kenya. The cooperation agreement was signed on 17 May 2019 by the Minister and her counterpart in Kenya. On 16 March 2021, the DBE met with the Principal Secretary of Education in Kenya.

The DBE coordinated the consolidation of input on the draft Implementation Plan, which is ready for signature. On 11 March 2021, the DBE participated in an inter-departmental meeting at DIRCO which was in preparation for the inaugural Joint Commission for Cooperation (JCC) which was scheduled to take place from 24 to 25 March 2021 in Nairobi, Kenya. The JCC was subsequently postponed due to increased COVID-19 infections in Kenya.

Draft Memorandum of Understanding with Tanzania: The DBE is negotiating a draft cooperation agreement in the field of basic education with Tanzania. On 17 November 2020, the Minister met with the Ambassador of Tanzania to serve as an introductory session between the two (2) principals as well as to take stock of the cooperation agreement. It was agreed that a meeting of technical officials will take place to resume work on the cooperation agreement and feedback will be given to the principals in the first quarter of 2021.

Draft Memorandum of Understanding with Eswatini: The DBE is coordinating the drafting of a cooperation agreement with Eswatini. The DBE met with the Ministry of Education of Eswatini on 9 October 2020 to discuss a cooperation agreement that would assist Eswatini learners to be able to obtain the South African National Senior Certificate (NSC). The meeting agreed to set up a task team that would finalise the drafting, ensuring that all legal requirements have been met by South Africa and Eswatini.

Draft Memorandum of Understanding with the State of Maryland (USA): The DBE is coordinating the drafting of a MoU with the State of Maryland. The main focus of the MoU is the partnership on early learning.

Draft Memorandum of Understanding with the State of Qatar: The DBE is coordinating the drafting of a MoU with the State of Qatar. The DBE received a Note Verbale from the Embassy of Qatar, proposing a partnership between the DBE and the Ministry of Education and Higher Education of Qatar.

Draft Cooperation with New Zealand G2G No-How: The DBE met with officials from the New Zealand G2G No-How Department on 21 September 2020. The DBE and G2G No-How are negotiating a MoU that will be in the field of basic education with the following areas: Bringing in New Zealand high-quality expertise, systems, and resources relating to curriculum and assessment, school and classroom management and related educational innovations of interest to South Africa; professional development initiatives for education officials and administrators; cultivating high-quality teachers through professional training, distance learning, e-learning, and summer-school programmes; and notifying each other of any events or opportunities of co-operation of mutual interests in their respective countries.

Cooperation with the Flemish Association for Development Cooperation and Technical Assistance (VVOB): The DBE and the Flemish Association for Development Cooperation and Technical Assistance (VVOB) signed a Service Level Agreement on the Multi-Year Programme 2017-2021 “Leadership and Teaching for Diversity Primary Education”. In August 2019, the VVOB identified an opportunity to add funding for an extension of this Multi-Year programme to include the Gender Responsive Pedagogy for Early Childhood Education Project. The DBE was requested to facilitate a request for legal advice from the DOJ&CD and DIRCO. The legal advice from the DOJ&CD indicated that the Service Level Agreement did not constitute an international agreement and therefore legal advice from DIRCO was not necessary.

Cooperation with the German Federal Government through Engagement Global: The DBE and Engagement Global have finalised negotiating a MoA for the implementation of the Education for Sustainable Development (ESD) programme, including the ESD Expert Net and to promote the international exchange to ESD and develop transnational approaches and strategies. The MoA has gone through all internal and external legal processes. The Director-General and the Head of the Department for Engagement Global have signed the MoA.

Multilateral Engagements:

Association for the Development of Education in Africa (ADEA): The DBE received several correspondences from the ADEA requesting South Africa to populate a questionnaire on how the DBE is dealing with the delivery of education at home, amid the COVID-19 pandemic. Furthermore, the DBE received a follow-up request to share its plans and preparations for the reopening of schools. Formal responses to ADEA were prepared and shared with ADEA. The DBE facilitated the participation of South Africa in the ADEA Early Childhood Education personnel survey related to COVID-19 in Sub-Saharan Africa.

On 16 July 2020, ADEA hosted a virtual forum on the presentation of ADEA's country status report on "*delivering education at home in African member states amid the COVID-19 pandemic*". The Forum deliberated the impact of COVID-19 on Africa's Education and further discussed ways to adapt to the new normal and ensure that no learner is left behind. An official from the DBE attended and provided a report of the Forum. The DBE participated in the 23rd Executive Committee Meeting of ADEA, which took place on 8 December 2020, and the 47th Session of ADEA Steering Committee took place on 09 December 2020.

The DBE received a letter requesting the DBE to be a permanent member of the Steering Committee of ADEA. The Steering Committee is ADEA's ultimate governing authority and highest decision-making body on matters of policy and strategy related to the functioning and activities of the Association. Being a permanent member of the Steering Committee will allow the DBE the opportunity to be at the forefront of decision making in the Africa education sector. The Minister approved for the DBE to become a permanent member of the Steering Committee pending funding approval of \$50 000.00 from the National Treasury.

The DBE participated in the launch of the Inter-Country Quality Node on Secondary Education (ICQN-SE) co-hosted by ADEA and the Ministry of Basic Education for Botswana on 9 March 2021. The launch was intended to raise awareness and publicity for the Botswana-led ICQN and share the latest transformation strides on reforms "Outcome Based Education and its associated pathways" in Botswana.

Southern African Development Community (SADC): The DBE annually participates in the SADC Secondary Schools Essay Competition. The DBE received three (3) essays for the 2020 competition and submitted them to the SADC Secretariat after being adjudicated by the Curriculum officials of the DBE. The Secretariat indicated that the 2020 competition was cancelled due to many countries not being able to submit entries due to COVID-19. The DBE nominated one (1) official who will be a focal point for the SADC study on the Open Distance Learning Policy Framework. The study was also prompted by the COVID-19 pandemic.

On 23 July 2020, the DBE participated in a webinar on the joint SADC / United Nations Educational, Scientific and Cultural Organisation (UNESCO) study on the SADC Member States education sector response to COVID-19. The Webinar discussed the survey that the SADC Secretariat and UNESCO conducted among the Member States on the measures and actions taken by the SADC Member States and Education Sector policymakers in response to the COVID-19 pandemic including specific actions taken to ensure education continuity at all levels during and after the crisis phase.

The DBE nominated an official who will be a focal point for SADC Curriculum Experts for the Regional Working Group on the Inclusion of Southern African Liberation History in schools. On 3 September 2020, the DBE participated in a Webinar: Reopening Schools in the time of COVID-19: Best practices, Experiences and Challenges, hosted by SADC.

On 18 November 2020, DIRCO hosted a meeting to discuss and provide inputs to the revised Regional Indicative Strategic Development Plan (RISDP) 2020-2030. The main objective of the revised RISDP was primarily to promote regional value chains and increase value addition in selected priority sectors, including agro-processing, mineral beneficiation and pharmaceuticals in the short to medium-term.

Organisation for Economic Co-Operation and Development (OECD): The DBE facilitated the following OECD engagements with DBE officials:

- On 6 May 2020, Idea Exchange: COVID-19 and the Impact on Education;
- On 14 May 2020, the 102nd session of the OECD Centre for Educational Research and Innovation (CERI) Governing Board virtual meeting;
- 13-14 May 2020, OECD Virtual Meeting on Quality beyond Regulations project and Early Childhood Education and care sector policy responses to the COVID-19 crisis;
- On 3 June 2020, OECD Virtual Meeting on the second cycle of TALIS: Starting Strong; and
- On 28 May 2020, Webinar on COVID-19 implications for education experts and evidence.

The DBE facilitated the submission of inputs on the international synthesis report on curriculum analysis. Countries have been providing inputs to the international synthesis report on curriculum analysis and the OECD will publish this report once finalised. Countries have been requested to grant permission for their contribution to be published. The DBE has also been requested to grant permission to the OECD to publish the DBE's contribution. The DBE has been advised to seek an opinion from Legal and Legislative Services with regard to the publication of DBE's contribution to the international synthesis report on curriculum analysis. The OECD and the National Treasury are still negotiating text on Intellectual Property rights.

The DBE coordinated the participation in the OECD virtual extraordinary on Education Policy Reform Dialogue which took place from 26 to 27 October 2020. The OECD hosted the meeting to facilitate exchanges among officials at the frontline of education policymaking to provide valuable comparative insights into evidence-informed strategies to assist effective system improvement.

On 15 March 2021, the DBE and the OECD met to discuss the status of the MoU between South Africa and the OECD. The OECD has submitted alternatives for clauses on intellectual property and diplomatic immunities and, if these are agreeable, the signing of the MoU may be planned.

THE G20: The DBE facilitated the submission of Departmental inputs for the following documents received from DIRCO:

- The first draft of the G20 study on "The Use of Digital Technologies by Young Children: Impacts for Education" (South Africa) within the Department; and
- Facilitated comments for 3rd Draft of Ministerial Declaration of the Education Working Group.

On 5 September 2020, the G20 hosted the virtual Education Ministerial Meeting. The Ministerial Meeting was preceded by the Education Working Group Meeting from 3-4 September 2020. The purpose of the Working Group Meeting was to finalise the declaration on the priorities that had been the focus of Saudi Arabia's presidency namely Early Childhood Education (ECE) as a foundation for developing global competence and 21st-century skills; Internationalisation in Education and education continuity-building resilience within education systems to withstand future crises.

The DBE facilitated the submission of the Department's input and comment on the Draft Communiqué for the Leaders Meeting scheduled to be held on 29-28 September 2021.

Italy is the President of G20 for 2021. The Italian Presidency is focused on tools to facilitate equal opportunities in access to education and training, in achieving higher educational qualifications and in entering an inclusive and quality labour market. Within this focus, attention will be paid to the social and economic inequalities that characterise specific contexts, which result in so many children and adolescents leaving school early or fail school. Priorities for the Italy Presidency are building on the work of the previous Presidencies.

On 28 and 29 January 2021, the G20 held its first Education Working Group meeting under the Italian Presidency. The purpose of the meeting was to discuss the COVID-19 pandemic and the risks to educational poverty; education systems and the challenge of rethinking educational offers. The Working Group meeting was also to discuss the Ministerial Declaration as well as to debate the guiding principles of the Ministerial Declaration.

The World Bank: On 12 May 2020, the DBE participated in the World Bank Virtual Consultation Workshop chaired by the National Treasury and World Bank. The purpose of the meeting was to validate the Country Partnership Framework (CPF) that the two (2) partners have been negotiating since December 2019. The CPF has three pillars:

- Pillar I: Promoting competition and investment for inclusive job creation;
- Pillar II: Accelerating foundational human capital formation in young children; and
- Pillar III: Promoting resilience, sustainability and spatial convergence.

The DBE falls under Pillar II: Accelerating foundational human capital formation in young children. The overall objective of Pillar II is to improve policies and service delivery platforms, in Early Childhood Development (0 - 5) and early grade education (6 - 10). On 21 May 2020, the Director-General met with the Country Director of the World Bank. The purpose of the virtual meeting was to concretise Pillar II of the CPF; accelerating foundational human capital formation in young children. The World Bank pledged its support to the DBE in the Development of a National Integrated ECD Service Delivery Model which details a strategy to scale up ECD services.

On 13 July 2020, the DBE had an introductory meeting with the World Bank on possible support for ECE. Due to lack of coordination in the national and provincial reading initiatives, the World Bank would like to collaborate with the DBE and institutionalise the initiatives as well as scale them up to the national level. The World Bank further proposed a dialogue with the DBE to consolidate all the work done on early grade reading as well as the long-standing initiatives. A possibility of the World Bank supporting the DBE to bring all early grade reading projects within the DBE together was also discussed.

The National Treasury is finalising the Country Partnership Framework (CPF) with the World Bank. The DBE reviewed the CPF and Early Grade Reading and ECD are incorporated in the CPF. However, they are not in the Results Framework. This entails that the World Bank will only support these areas after two (2) years. The DBE intends to request technical support from the World Bank in the implementation of ECD such as support in the public expenditure review of all ECD provisions. The DBE drafted a letter to National Treasury to request provision for the DBE to receive support from the World Bank in the immediate term.

The DBE and the World Bank agreed to host a series of policy dialogues on Early Grade Reading in South Africa and regionally. For the first Early Grade Reading dialogue, the DBE and the World Bank have put together a synthesis of existing early grade reading models in South Africa to take stock of what is happening in this space.

On 25 March 2021, the DBE had a meeting with the World Bank to discuss the Early Grade Reading Dialogue planned for 6 to 7 April 2021. The purpose of the meeting was to conceptualise and finalise the agenda of the dialogue, as well as identify participating stakeholders and speakers.

The African Union: The DBE participated in the Science, Technology and Innovation (STI) Ministerial Meeting that was held on 18 August 2020. The purpose of the meeting was to exchange, and share experiences and best practices on National STI in response to the COVID-19 Pandemic. South Africa co-chairs the Curriculum Cluster.

The British Council: The DBE attended a meeting between the DBE and British Council on 19 January 2021. The purpose of the meeting was to discuss the projects that were supported by the British Council in the basic education sector. The meeting also served as a preparatory meeting for the upcoming South Africa-United Kingdom Bilateral Forum.

Engagements with International Partners: Following the Minister's announcement to re-open schools, the Director-General requested meetings with Ministries of Education of other countries that had already re-opened schools to share experiences and best practices. In this regard, the DBE facilitated high-level meetings between the DBE and Ministries of Education of the following countries:

- The Kingdom of Denmark on 5 May 2020;
- The People's Republic of China on 21 May 2020;
- The Republic of France on 5 June 2020;
- Taiwan on 14 July 2020;
- The Argentine Republic on 16 October 2020; and
- The Republic of Germany on 13 May 2020.

The DBE held meetings with South African Embassies abroad to ascertain their views and perspectives on measures their host countries have put in place to ensure the safety of children and teachers during the reopening of schools. In this regard, the Director-General held virtual meetings with South African Embassies in the following countries:

- The Kingdom of Norway on 21 May 2020; and
- The Netherlands on 28 May 2020.

The Director-General hosted webinars with several African countries. The purpose of the webinars was for countries to share experiences of how to deal with COVID-19 and share information on plans for the new academic year. The topics for discussion included preparations for the new academic year; curriculum; examinations; and teacher training in online lesson delivery; and learner well-being. Senior managers from other countries made presentations about the protocols that were put in place as well as other arrangements for teachers, learners and administrators. The DBE has met with the following countries:

- The Republic of Zimbabwe on 11 December 2020,
- The Republic of Namibia on 27 January 2021;
- The Republic of Rwanda on 09 February 2021; and
- The Republic of Kenya on 16 February 2021.

The webinar with Kenya also discussed the Implementation Plan of the South Africa - Kenya Agreement on cooperation in the field of basic education.

Partnerships

The Formalisation of Partnerships: The database of all DBE partners and partnerships is continuously being updated. The DBE managed to facilitate the formalisation of ten (10) partnership agreements which were approved and signed by the Director-General and 14 proposals for formalising of partnerships (Agreements) were submitted for vetting concerning compliance.

Partnerships on Sustainable Educational Programmes: The DBE was able to facilitate sponsorships and/or donations from various partners to support the various Sustainable Educational Programmes, namely: New Africa Education Foundation (with various partners), Unilever, Sasol Group Services – Sasol SA Limited, AVBOB, Tiger Brands Foundation, Motsepe Foundation and the Tirisano Construction Fund:

Estimated number of Schools benefited: 3 252

Estimated number of learners benefited: 2 059 599

Estimated number of Teachers benefited: 25 915

Estimated monetary value: R 64 959 242.00

Partnerships on Ministerial Programmes: The DBE facilitated sponsorships and/or donations from various partners of the DBE to support the various DBE Ministerial programmes such as the National Senior Certificate Examination Results Announcement and Basic Education Employment Initiative (BEEI). The following partners contributed: MTN, Kagiso Trust, AVBOB, Fundi, Vodacom, Harambee, LinkedIn, Zibuza.net, Inclusive Solutions, Bhelela Technologies, ITMaster, Microsoft, Nelson Mandela University, Nal'ibali, MANCOSA, Room to Read, Via Afrika Publishers, Massmart (Builders Warehouse, BuiltRite), Prominent Paints, BTKM, Unilever, Entsika and AVBOB:

Estimated number of Schools benefited: 131

Estimated number of learners benefited: 31 180

Estimated number of Teachers benefited: 141

Estimated monetary value: R 3 805 067.00

Facilitation of Partnerships on Literacy Intervention: In support of 1 000 School Libraries Provision and Read to Lead Campaign, the following organisations supported the literacy intervention campaign: New Africa Education Foundation with its various partners, Siyafunda Donate-a-Book and the web Foundation, and AVBOB Foundation:

Estimated number of Schools benefited: 11

Estimated number of Learners benefited: 6 389

Estimated number of teachers benefited: 148

Estimated monetary value: R 3 255 300.00

Requests for financial and non-financial support from private organisations and individuals: Seven (7) Director-General written responses to the requests for funding and/or sponsorship from private organisations and individuals were facilitated.

Internal Audit

Internal Audit conducted audits as per the risk-based coverage plan approach adopted by the Accounting Officer and approved by the Audit Committee. The Internal Audit and the Audit Committee Charters were reviewed, updated and approved.

Internal Audit conducted and completed 12 various assurance services in the year for reviews on internal controls adequacy assessment and testing the effectiveness thereof. Other assurance audits were follow-ups on the previous internal audit and AGSA reports. In addition, there were four (4) consulting services on the tender process and other consulting services to add value and improve processes. 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 Statement;
- Reviewed the Annual Reports to verify the validity, accuracy and completeness of the reported performance indicators before submission to the Auditor-General South Africa;
- Reviewed the Kha Ri Gude stock;
- Reviewed the Supply Chain Management (SCM) process, contractor's payment, Programme Support Unit (PSU) and project management at the Implementing Agent Development Bank of Southern Africa (DBSA)
- Conducted a follow up on DORA compliance on conditional grants (Mathematics, Science and Technology and National School Nutrition Programme);
- Reviewed the SCM process and policy for compliance and efficiency;
- Reviewed the quarterly reported performance information;
- Conducted a follow up on The Mvula Trust - Limpopo and Eastern Cape on SCM and project management;
- Conducted the physical verification on the supply of water tanks and water supply at schools as part of COVID-19 intervention by the Implementing Agent (Rand Water);
- Reviewed the Interim Financial Statements;
- Reviewed the PPP Agreement procurement process; and
- Special management assignment – Tender processes for the closing of tender to BEC and BAC.

Coordinated the Audit Steering Committee meetings for presentation and discussion with the management of internal audit reports. A total of five (5) Audit Committee meetings were held and effectively coordinated. The Audit Committee Induction was held virtually on 22 May 2020, and all Branches presented their priorities, mandate and linkage with the PEDs. An audit action plan workshop was coordinated with Finance, ASIDI and Implementing Agents to improve and address the AGSA findings. Internal Audit participated in an advisory capacity on various committees such as the BEC, BAC, Technical Evaluation, Loss and Disposal, and G2G Steering committee.

Risk Management

The Risk Management Strategy was circulated to management for their inputs before its finalisation in April 2020. The Risk Management Strategy and Implementation Plan were then reviewed and presented to the Risk Committee and approved for 2020-21. The Risk Management Strategy workshops were held for all Branches in the Department. There were three (3) Risk Committee meetings held that were effectively coordinated. Management was assisted with the development of the COVID-19 Sector Risks and Mitigation Plan which was presented at HEDCOM to share with PEDs risks that need to be monitored and the risk identification at a provincial level for phasing in of schools and differentiated grades. In addition, the Department Risks and Mitigation plan was reviewed for compliance with DPSA regulations for the return of staff to the workplace. The Department's strategic risks were reviewed and updated to align with the Strategic Outcomes. All branches submitted and monitored their updated risk register with progress on actions to mitigate risks. The risk maturity analysis report was shared with the risk committee as well as recommendations to improve other areas.

Investigations: The Fraud Prevention Implementation Plan 2020-21 was presented to the risk committee and for approval by the Accounting Officer. Investigations on one (1) irregular expenditure case was finalised, as well as two (2) fruitless and wasteful expenditure cases. A status summary report was presented to the Accounting Officer and Audit Committee on investigations.

Investigation on fruitless and wasteful expenditure caused by other Implementing Agents: The process of recovery through the legal process is in progress. Analysis of the investigated cases and risks and control weaknesses was presented to the Risk Committee. Other investigations are still in progress on possible fruitless and wasteful expenditure.

Table 23. Programme 1: Report against the originally tabled Annual Performance Plan until date of re-tabling

Programme: Administration									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	*Actual Achievement 2020/2021 until date of re-tabling	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector	Ensure that administration, planning and HR systems evolve to deal with and support emerging priorities of the National Department	1.2.1 Annual Performance Plan approved by 31 March each financial year	-	-	2020/21 APP approved by March 2020 Annually	The 2020/21 APP is being reviewed for re-tabling due to COVID-19 and budget adjustments	Milestone recorded	Not applicable	1.2.1 The MTEF targets for 2020/21, 2021/22, and 2022/23 should read: 2021/22 APP approved by March 2021 2022/23 APP approved by March 2022 2023/24 APP approved by March 2023 1.2.1 Annual and Q4 targets should read: 2021/22 APP approved by March 2021

*Actual achievement must be reported in relation to the performance information reflected in the originally tabled Annual Performance Plan until date of re-tabling (In the instance where a department has re-tabled an Annual Performance Plan in the financial year under review).

Table 24. Programme 1: Report against the re-tabled Annual Performance Plan

Programme 1: Administration									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	
Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector	Ensure that administration, planning and HR systems evolve to deal with emerging priorities of the National Department	1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department	99.05% 1 459/1 473	99.55% (35 327/ 35 485)	100% Quarterly	Q1: 96.30% 1 561/1 621 Q2: 98.93% 2 408/ 2 434 Q3: 99.76% 4 712/4 723 Q4: 99.47% 5 448/5 477 Total: 99.12% 14129/14255	-0.88%	The project manager was waiting for the supporting documents from the supplier. For example: • An invoice was received from the Department of Free State, however, the Z59 claim was not provided. • Supplier did not provide entity form (Vendor registration form) for banking details to be uploaded on the Basic Accounting System.	
		1.1.2 Number of reports on misconduct cases resolved within 90 days	100% 2/2	4	4 Quarterly	4	No deviation	Not applicable	
		1.1.3 Number of capacity-building programmes offered to the DBE officials	-	-	10 Annually	Q1: 0 Q2: 2 Q3: 13 Q4: 4 Total: 19	+9	Some of the training programmes were addressing training needs identified by officials that emanate from the PMDS system as articulated in the Personal Development Plans.	
		1.2.1 Annual Performance Plan approved by 31 March each financial year	-	-	2021/22 APP approved by March 2021 Annually	2021/22 APP approved by March 2021	No deviation	Not applicable	

Programme 1: Administration								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
		1.2.2 Quarterly Reports submitted to National Treasury (NT) and the Department of Planning, Monitoring and Evaluation 30 days after the end of each quarter	-	-	Four Quarterly Reports submitted to NT and DPME 30 days after the end of each quarter Quarterly	Four Quarterly Reports submitted to NT and DPME 30 days after the end of each quarter	No deviation	Not applicable

**Actual achievement must be reported in relation to the performance information reflected in the originally tabled Annual Performance Plan (In the instance where a department did not re-table the Annual Performance Plan in the financial year under review) OR in relation to the performance information reflected in the re-tabled Annual Performance Plan.

Strategy to overcome areas of under performance

Under the programme, one indicator has not been achieved which is indicator 1.1.1 "Percentage of valid invoices paid within 30 days upon receipt by the Department" (-0.88 deviation). Although this indicator has been underachieved by a minimal margin of -0.88 %, the contribution it has to services delivery is substantial. To overcome the underperformance, the DBE will continue to engage project managers to expedite necessary supporting documents on invoices to ensure compliance to the payment of invoices within 30 days as required by National Treasury regulations.

Reporting on the Institutional Response to the COVID-19 Pandemic

Table 25. Progress on Institutional Response to the COVID-19 Pandemic

Budget Programme	Intervention	Geographic location (Province/ District/ local municipality) (Where Possible)	No. of beneficiaries (Where Possible)	Disaggregation of Beneficiaries (Where Possible)	Total budget allocation per intervention (R'000)	Budget spent per intervention	Contribution to the Outputs in the APP (where applicable)	Immediate outcomes
Programme 1	Directions issued in terms of Regulation 4(3)	National	All Schools	National	No budget allocation	39,210.57	Not applicable	Compliance
Programme 1	Amended Directions Phased in Table	National	All Schools	National	No budget allocation	24,210.56	Not applicable	Compliance
Programme 1	Amendment of phased in Table to address ECD issue	National	All Schools	National	No budget allocation	12,105.28	Not applicable	Compliance
Programme 1	New Directions	National	All Schools	National	No budget allocation	87,763.29	Not applicable	Compliance
Programme 1	Deletion of Pre-Grade R	National	All Schools	National	No budget allocation	R12,105.28	Not applicable	Compliance
Programme 1	Arrangements after school break	National	All Schools	National	No budget allocation	48,421.12	Not applicable	Compliance
Programme 1	Call for comments LSEN	National	All Schools	National	No budget allocation	18,157.93	Not applicable	Compliance
Programme 1	LSEN Directions	National	All Schools	National	No budget allocation	21,184.24	Not applicable	Compliance
Programme 1	Sports and Arts Directions	National	All Schools	National	No budget allocation	15,131.60	Not applicable	Compliance
Programme 1	Matric Marking	National	All Schools	National	No budget allocation	21,184.24	Not applicable	Compliance
Programme 1	Delayed opening of school dates	National	All Schools	National	No budget allocation	21,184.24	Not applicable	Compliance
Programme 1	Consolidated Directions	National	All Schools	National	No budget allocation	105, 921.20	Not applicable	Compliance
Programme 1	Amendment Opening contact sport	National	All Schools	National	No budget allocation	21,184.24	Not applicable	Compliance

Linking performance with budgets

As a result of challenges posed by the COVID-19 pandemic, the DBE was unable to fulfil some of its monitoring and oversight responsibilities due to the restrictions posed by COVID-19. Most of the physical meetings such as the Lekgotla, Director-General's engagements and other key oversight meetings were held on virtual platforms to ensure that its ultimate objectives were reached. This programme as rendering key administrative functions of the Department, key strategic documents for communications that are normally printed were replaced with electronic copies. The slight variance of under-expenditure is mainly attributed to the Goods and Services budget. The expenditure has assisted in closing the gap by contributing to the achievement of other sector key priorities. In future, the DBE will do its best to manage the budget appropriately.

The expenditure contributed to the implementation of key activities outlined in the ECD Migration Communication strategy and thereby contributing to ensuring effective communication and a smooth transition as the DBE and DSD continue to work together in ensuring a smooth transition about the migration of ECD from DSD to the DBE. The operational budget also contributed to facilitating key partnerships that contributed to supporting key educational programmes and these included literacy interventions, support to various Ministerial programmes such as the NSC Examination Results Announcements and the Basic Education Employment Initiative (BEEI).

In comparison to the two (2) financial years, the 2019/20 financial year has recorded an expenditure of 98.3 %, whilst the 2020/21 financial year has recorded an expenditure of 96.8 %. This has provided a variance of 1.4% between the financial years with the 2020/21 financial year being at the lowest. The budget has provided sufficient support to achieving the indicators under Programme 1, with only one (1) indicator that has not been achieved. The Department has outlined the strategies required to ensure achievement in that underachieved indicator in the coming financial year which will also see an increase in the budget performance. It is further important to note that most of the indicators under the programme are for supporting the core programmes in delivering their outcomes and also ensuring compliance to key legislative requirements.

Table 26. Sub-programme expenditure

Sub – Programme Name	2020/2021			2019/2020		
	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
Ministry	30 325	28 794	1 531	43 989	43 786	203
Departmental Management	88 232	84 397	3 835	100 554	99 120	1 434
Corporate Services	69 843	66 161	3 682	80 045	78 234	1 811
Office of the Chief Financial Officer	92 380	85 781	6 599	79 456	78 300	1 155
Internal Audit	7 843	6 932	911	7 847	6 253	1 594
Office Accommodation	215 440	214 058	1 382	206 451	203 695	2 756
Total	504 063	486 123	17 940	518 342	509 388	8 953

4.2. PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

4.2.1. PURPOSE

The purpose of Programme 2 is to develop curriculum and assessment policies and monitor and support their implementation.

4.2.2. LIST OF SUB-PROGRAMMES

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

4.2.3. LIST OF INSTITUTIONAL OUTCOMES

- Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system.
- Outcome 3: Maintain and develop knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery.
- Outcome 4: Advance the development of innovative and high-quality educational materials.
- Outcome 5: Conduct strategic interventions to assist and develop provincial education systems.

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 2024: 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.
- Goal 10 ► 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.

- 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 26 ► Increase the number of schools that effectively implement the Inclusive Education policy and have access to centres that offer specialist services.

Outcomes, outputs, output indicators, targets and actual achievements

CURRICULUM IMPLEMENTATION AND MONITORING

Curriculum, Implementation and Quality Improvement (FET)

Curriculum Trimming and Reorganisation Framework: The DBE developed the curriculum component of the Framework for Curriculum Trimming and Reorganisation, adopted and implemented by the sector during the COVID-19 outbreak. In addition, the guidelines for curriculum trimming developed by the DBE formed the basis for the development of Content Phase Maps, Revised Annual Teaching Plans and Mediation presentations for Grades 10, 11 and 12 for the 27 FET subjects.

Reorganisation and Trimming of the 2020 Annual Teaching Plans (ATPs): In response to the extended closure of schools and the loss of teaching time, the DBE engaged in a process of trimming the Annual Teaching Plans (ATP's) for all subjects in Grades 10-12. Trimmed ATP's were released to Provincial Education Departments (PED's) via Circular S2 and uploaded on the DBE website. A total number of 99 ATPs were developed and mediated.

Grades 10-12 Literature Study Guides: 45 Home Language Study Guides were finalised and uploaded on the DBE website. A total number of 6 870 DVDs containing guides were distributed to all provinces (1 per school and 82 per district). The guides for the following languages were developed: Two (2) Afrikaans, six (6) English First Additional Language, four (4) English Home Language and 33 African Languages.

Grade 12 Broadcast Support project: The DBE quality-assured video lessons for Grades 10-12 in Accounting, Economics, Business Studies, English First Additional Language, History, Geography and Life Orientation as part of the Curriculum Support Programme for WOZA Matric broadcast support. The broadcast was four (4) hours daily, seven (7) days a week, two (2) hours in the morning and two (2) hours in the afternoon.

Monitoring of Curriculum Coverage and Implementation: Due to the lockdown, the planned online monitoring focussed on eight (8) districts in three (3) provinces, namely Eastern Cape, Limpopo and Northern Cape. The eight (8) districts selected for the monitoring was based on the 2019 NSC pass rate. The target was set for 40 selected schools to participate in the online monitoring project, having five (5) selected schools to participate in each of the eight (8) districts. Five (5) subject teachers were requested to respond at each of the five (5) schools in each of the eight (8) districts, setting a target for 200 teachers to participate. The participation rate was as follows: 37 out of 40 Principals participated = 92.5% participation rate; 39 out of the 40 schools provided feedback = 97.5%; (c) Subject Teacher Responses: 164 out of 195 subject responses were received = 84.1%.

Monitoring of Extra Support Classes: As part of supporting PEDs in their efforts to increase the quality of passes, the DBE monitored extra support classes using a hybrid model of monitoring.

The DBE monitored extra tuition classes in provinces using both face-to-face and online monitoring. A consolidated report has been prepared and included in the 2020 Evidence-Based Report presented to Umalusi. Highlights from the monitoring include:

- 146 057 learners attended the centres that were monitored;
- 92.3% of the interviewed learners confirmed being able to attend all classes as planned;
- 72.1% of the centres visited, were fully functional; and
- 92.7% of the centres had support and monitoring visits from the District and/or the Province.

Grade 12 Subject Diagnostic Report: In collaboration with partnerships, the DBE developed a video tutorial on the use of the 2019 NSC Diagnostic Reports to support teaching and learning. Diagnostic reports were also mediated during subject committee meetings. The video tutorial was advocated to schools and also flighted on television.

Amendment of the promotion requirements (Grades 10-12): In line with the revised ATPs, the programme of assessment and the reduced time spent on teaching and learning, the promotion requirements for Grades 10-11 have been revised for the year 2020 and it was released through Circular S7 of 2020. Guidelines for supporting teachers on the implementation of the School-Based Assessment (SBA) and revised examination requirements have been prepared as a supplement to Circular S7 of 2020. A guideline to set end-of-year controlled tests in Grades 10 and 11 was developed and mediated.

Subject Committee Meetings: Formal Subject Committee meetings were held virtually for all the subjects from 14-27 August 2020. The purpose of the meetings was to consider progress concerning the implementation of the Revised ATPs, specifically in Grades 10-12. The meetings were also utilised as a platform to mediate the various Circulars and Annexures that seek to give guidance to educators in implementing the revised ATPs. The following Circulars and their Annexures were mediated: Circular S2 of 2020, S3 of 2020, and E11 of 2020. The mediation ensured a common understanding of the circulars/guidelines and annexures.

In 2021, subject meetings were conducted during February and March 2021 in all FET subjects, to mediate the revised ATPs, revised subject weightings and improvement plans for 2021.

Abridged Section 4 of Curriculum and Assessment Policy Statements (CAPS) (Grade 12): The Grade 12 Abridged Section 4 of the CAPS was developed by FET subject specialists and promulgated on 11 December 2020 for implementation in 2021. The mediation of the revised assessment programmes was mediated to all provinces.

Evidence-Based Report (EBR): The 2020 EBR reporting template was developed and mediated to PEDs. To improve the quality of the EBR, provincial EBR Mediation was offered in Eastern Cape and Gauteng. The midyear EBR report was submitted to Umalusi on 01 October 2020. The 2020 Final EBR for the sector was developed and submitted to Umalusi on 15 December 2020 as part of the inputs for the November 2020 NSC Standardisation for the class of 2020. The report was formally presented to Umalusi on 31 January 2021.

2020 NSC Standardisation Support:

Preparatory Workshop: A two (2) day workshop to train officials and standardise the 2020 processes took place on 22 – 23 September 2020. 44 curriculum moderators for all subjects were trained and orientated on the standard operating procedures for 2020.

Evaluation of 2020 National Senior Certificate (NSC) Question Papers: The DBE evaluated all NSC Question Papers in preparation for the 2020 standardisation process. A total number of 53 Question Papers Evaluation reports have been developed.

2020 NSC Marking Standardisation Meetings (MSM): The FET subject specialists participated in the NSC MSM from 10 November 2020 to 22 December 2020 for all subjects. Each subject attended a three (3)-day meeting per question paper. The team participated in a total of 186 MSM meetings.

Item and Error Analysis: The FET Subject Specialists conducted item and error analysis at marking centres across all provinces. Each specialist visited three (3) provinces, to analyse a sample of learner scripts to inform the standardisation reports and diagnostic. A final pre-standardisation meeting was held on 26 January 2021, and the specialist presented the final subject standardisation reports.

Analyses of 2020 NSC results: Subject Specialists analysed the 2020 NSC results and developed subject profiles outlining the performance of the Class of 2020.

Diagnostic Reports: The Subject Specialists working in collaboration with the Internal Moderators developed the 2020 Diagnostic Reports from 22–25 January 2021 for the following subjects: History, Geography, Accounting, Business Studies, Economics and English First Additional Language. The purpose of the Diagnostic Reports is to give guidance to educators on the approaches to teaching certain topics and/or concepts. In the Diagnostic Report, the common errors and misconceptions for each question are identified and suggestions for improvement are offered. The suggestion for improvement essentially entails strategies that a teacher must employ to teach a particular concept so that learners can easily understand it.

Development and mediation of the Teacher Assistants guidelines: As part of the Basic Education Employment Initiative (BEEI), orientation manuals to outline the duties and responsibilities of Education Assistants were developed and mediated for Geography, History, Languages, Accounting, Economics and Business Studies to ensure teacher assistants are appropriately guided to support teachers in 2021. E-Monitoring has been conducted to determine the effectiveness of the teacher assistants and a report was submitted per subject.

Development of the Mind the Gap (MTG) Creative Writing Study Guides: Due to the amendments as a result of the pandemic, and the strengthening of Section 4 of the CAPS, the need arose to update the Creative Writing Study Guide. These study guides (in different languages) focus on Writing Paper 3 which contributes the biggest portion of the written examination mark (100/250). These study guides also seek to retain and improve the current improved results in languages. The study guides were developed by the writing teams comprising Subject Specialists from the DBE and PEDs for all official languages and one crafted from scratch for South African Sign Language (SASL). A total number of 12 study guides, including SASL exemplars, were developed.

Development of 2021 Recovery Annual Teaching Plans (ATPs): To support the three-year curriculum recovery programme, Recovery ATPs were developed for all subjects in the FET phase. ATPs were mediated to PEDs through subject committees for cascading to schools. A total number of 99 ATPs were developed for Grades 10-12 in all FET subjects.

Curriculum Policy Amendment: Circular S10 of 2020 was released on 19 November 2020 to guide implementation of the occupational curriculum in schools of skills and piloting of vocationally oriented curriculum in ordinary schools. Circular S11 of 2020 was released on 19 November 2020 to guide curriculum recovery in 2021. Circular S13 of 2020 was released to guide the curriculum recovery ATPs for 2021. Policy and regulations were amended to repeal Life Sciences and Physical Sciences as a provision for offering Sport and Exercise Science. The amendments were published through Gazette 44173 of 05 February 2021. A further amendment was done to allow for the listing of Marine Science. The Abridged Section 4 of the CAPS Grade12, aimed at providing interim relief to the system while holistic policy review is allowed to take place, was published through Gazette No. 43987 of 11 December 2020. The NSC A-Qualification at Level 4 on the National Qualifications Framework (NQF) was reviewed and has been provisionally approved by Umalusi.

Draft Framework for Career Development: The National Subject Committee meetings of History, Geography, Languages and Services subjects' career development (information, advice and guidance) and education was discussed. The purpose was to clarify the objectives of embedding careers across the curriculum and to explain the need of surveying key stakeholders and receiving feedback to contribute and enhance the Framework for Career Development Services and Education across the Curriculum. 97 responses of the surveys were received from 28 Provincial officials across all provinces.

Partnerships were strengthened and co-operation and collaboration fostered with the PACE Careers Chief Executive Officer and Wholesale and Retail SETA (W&RSETA) official during a consultation meeting to discuss a Career Guidance Strategy for the W&RSETA. GET is set to contribute to Section 2: Aptitude and Inclinations as a proposed component for General Education Certificate assessment. Three (3) meetings with GET Provincial coordinators and Ecubed officials were attended. Plans are in place and ongoing for the establishment of the National Career Development Services forum/ committee with relevant Provincial officials.

Analysis of the survey results relating to Careers across the curriculum was finalised and a report was prepared. Positive feedback through 133 completed surveys received from Subject Provincial officials across all provinces. The findings are incorporated into the Framework for Career Development Services and Education across the Curriculum.

History Ministerial Task Team (MTT) Progress: The MTT conducted seven (7) virtual meetings to draft the framework which outlined the broad content and topics to be included or revised such as historiography; material culture/ archaeology; African history; heritage and local history; labour history; language/gender and culture history inland history and world history. The team also overhauled the GET curriculum (Grades 4-9), by considering and selecting possible themes/topics that could be introduced at this level. The MTT is currently focusing on incorporating oral traditions such as historical African poems and folklores in the GET curriculum.

The MTT initiated the review of FET content as well as issues of assessment in the new History curriculum. A progress report on the work to date was presented to the Senior Management meeting in November 2020.

Curriculum, Implementation and Quality Improvement (GET)

The DBE undertook the process of Curriculum Trimming and Reorganisation. During the process, revised ATPs for all the GET subjects, from Grades R-9, was developed as a response to the COVID-19 pandemic. The reorganisation and trimming were done per the revised school calendar.

PowerPoint presentations to mediate the Trimmed Curriculum were developed and disseminated to provinces for implementation. In the Foundation Phase, Mid-Year Baseline Assessments in both Home and First Additional Languages were developed.

The Guidelines to mediate the implementation of the revised ATPs were developed and released with Circular S3 of 2020. The revised curriculum documents that were uploaded on the DBE website included:

- Foundation Phase (Grades R-3) Trimmed and Reorganised Annual Teaching Plans;
- Intermediate Phase (Grades 7-9) Trimmed and Reorganised Annual Teaching Plans; and
- Senior Phase (Grades 7-9) Trimmed and Reorganised Annual Teaching Plans.

Risk-level Adjusted Subject Plans were developed in all the subjects in the Intermediate and Senior Phases. The Subject Plans not only take the ATPs and Fundamental Content and Skills (FCS) into account but also consider how time is being managed in many schools, for example, the platooning or rotational systems. Thus, the risk-level adjusted subject planning documents align the content and concepts in the ATPs and FCSs with the actual teaching time available as of 24 July 2020 until the end of the year. Furthermore, the Subject Plans indicate the content that will be carried over post the current grade. The risk levels are pitched at three (3) levels, namely, High Road (No disruptions); Middle-Level (30% Teaching Lost); and Low Road (60% Teaching Time Lost).

The DBE curriculum branch in collaboration with the National Education Collaboration Trust (NECT) evaluated video broadcast lessons for broadcasting on the Tswelopele OVHD channel. The video lessons targeted the following subjects and grades:

- English First Additional Language (EFAL) Grade 3;
- Mathematics Grade 3;
- EFAL Grades 4, 6 and 9;
- Natural Sciences and Technology Grades 4 and 6;
- Natural Sciences Grades 7 and 9;
- Social Sciences Grade 4.

Recovery ATPs were developed in all the subjects in the Intermediate and Senior Phases. The Subject Plans did not only take the ATPs and Fundamental Content and Skills (FCS) into account but also considered how the learning losses can be addressed post the grade that learners are in.

Training manuals on the roles and responsibilities of Education Assistants (EAs) in the GET Languages classroom, were developed, mediated and distributed to all provinces. The training manuals targeted languages and Mathematics in Grades 3, 4, 6, 8 and 9. The training manuals were mediated to Provincial Subject Specialists.

In Languages, Recovery ATPs for 2021-2023 for mainstream schools have been developed and focused on core and fundamental content, concepts and skills. The recovery ATPs for Home Languages (HL) and First Additional Languages (FAL) for Grades 4 -9 (all 11 official languages) have taken into account learning losses and content gaps from the previous grades/years. At least 20-25% of content has been trimmed, reorganised and amended. The ATPs were developed and have been uploaded on the DBE website.

Languages recovery ATPs for 2021-2023 have also been developed for Multi-Grade Schools (MGS) and South African Sign Language (SASL) and focused on core and fundamental content, concepts and skills. All the ATPs have been uploaded on the DBE website and sent to PEDs and schools.

The number of formal summative assessment tasks (including removing the June examinations) were reduced and the end of year examination was also replaced by school-based controlled tests.

The Languages Tswelopele Remote Learning Programme 2021 television broadcast progression lists for Grades 4, 6, 7 and 9, were developed. Project-Based learning activities for Life Skills, Life Orientation, Creative Arts (Performing Arts (Music) and Visual Arts) activities for Life Skills, Life Orientation, Creative Arts (Performing Arts {Music} and Visual Arts), were developed.

Monitoring of the training of Education Assistants and their placement in schools: Desktop monitoring was a random sample of EAs across the nine (9) provinces through the WhatsApp Teacher Connect). On-site monitoring was conducted during the monitoring of the APP targets and monitoring of the reopening of schools.

Multi-grade Toolkit and Multi-Grade Teaching: The Multi-Grade Toolkit for Grades 1-9 was adapted to ensure that it is aligned to the reorganised and trimmed ATPs for mainstream schools in all the GET subjects and all the phases, namely Foundation, Intermediate and Senior Phases. The adapted Multi-Grade ATPs were disseminated to all PEDs.

As a result of trimming and reorganising the curriculum in response to challenges presented by COVID-19, the process of revising the Multi-Grade Toolkit continued. This was to ensure that there is alignment between the content that will be taught in schools with mono-grade classes and the content to be taught in schools with multi-grade classes.

Early Grade Youth Assistants: A total number of six (6) meetings were held regarding the implementation of the Early Grade Youth Assistants (EGYAs) component for the Mpumalanga Foundation Phase Literacy and Numeracy Project as part of the 'Systemic Improvement in Languages and Mathematics in Foundation Phase Programme in Mpumalanga Province.

Terms of Reference (ToR) for the appointment of a Service Provider to manage, coordinate and monitor the implementation of a programme that will utilise EGYAs for the 'Systemic Improvement in Languages and Mathematics in Foundation Phase Programme' in Mpumalanga province was developed in collaboration with the Zenex Foundation. The Draft ToR was presented at the Bid Adjudication Committee (BAC) and subsequently accepted.

A consultation meeting was held with the South African Council of Educators (SACE) wherein SACE recommended that only youths studying towards a Bachelor of Education Degree or qualified teachers be considered as EGYAs.

An audit of unplaced Foundation Phase (FP) teachers in Mpumalanga province was completed.

The Information and Communication Technology (ICT) resources ToR document has been developed for the DBE to appoint a service provider to procure, install software and deliver 423 teacher laptops, 50 data projectors and 50 Micro Content Servers to schools in Ehlanzeni and Nkangala Districts in the Mpumalanga province. The appointed service provider will load Foundation Phase (FP) teacher training materials, DBE digital educational content and other appropriate applications on the laptops and the Micro Content Servers. Furthermore, the appointed service provider will be required to provide teachers with end-user training on how to use the laptops.

Project Management: A total number of six (6) project team meetings were held with the DBE's project team; the DBE and the Provincial team; the DBE, Zenex Foundation and PILO. PILO and Zenex are the implementing partners in the project.

Curriculum Materials: On 12 August 2020, the printing and distribution ToR was served at the Bid Specifications Committee (BSC). Changes suggested by the committee were effected and submitted to Supply Chain Management (SCM). The Bid Committee was satisfied with the changes and sent correspondence to SCM to move the ToR to the BAC. The Mpumalanga province project team sent a list of Mathematics manipulatives per grade to form part of the materials that will be procured and printed. A meeting was held to finalise the Learning and Teaching Support Materials (LTSM) resources that will be used at the school level.

SMT and District Curriculum Leadership Training: The ToRs for the training of Foundation Phase Teachers, Departmental Heads and Subject Advisors served at BAC on 5 March 2021. The inputs and recommendations made by the committee were incorporated into the final document.

In the Vocationally oriented subjects, a total number of 12 CAPS for Grades 8 and 9 were submitted to Umalusi for appraisal. One (1) outstanding subject has been finalised for submission to Umalusi. 13 CAPS documents were also released for public comments on 27 November 2020.

In the Occupationally oriented subjects, a total number of 21 CAPS that were piloted in the Schools of Skills were submitted to Umalusi for appraisal. Subject statements for fundamental subjects and one more subject offered in Schools of Skills were submitted to Umalusi in January 2021. Comments from Umalusi were infused in the GEC qualification policy. The policy was approved for resubmission to Umalusi. The CAPS curriculum was strengthened for the Occupational subjects, namely, Life Skills, Creative Arts, Home Language and English First Additional Languages.

Learner and Teacher Guides were developed for Year One for the Occupational subjects, namely, Life Skills, Creative Arts, Home Language and English First Additional Languages.

A total number of 10 schools were monitored on the implementation of the Reading Norms (RN) programme, Incremental Introduction of African Languages programme and the Early Grade Reading Assessment programme (EGRA), in eight (8) provinces from January to March 2021. During the monitoring process, teachers indicated that they still need more support on the implementation of the EGRA programme and in certain instances training is needed.

Basic Education Employment Initiative (BEEI): The DBE has been part of the Minister's Education Employment Initiative (EEI) programme, which is aimed at employing youth as education assistants in schools in all the provinces. The BEEI programme has targeted Languages and Mathematics in Grades 3, 4, 6, 8 and 9. Orientation Manuals for the training of the Education Assistants/Teacher Assistants were developed and mediated to Provincial Subject Specialists, through the National Subject Committee meetings. The Guidelines on the roles and responsibilities of Education Assistants (EAs) in the GET Languages classroom were also developed, mediated and distributed to all provinces.

The DBE monitored a total number of 34 schools in all the provinces that are implementing the BEEI programme. In the schools, a total number of 48 Education Assistants (EAs) and General Assistants (GSAs) have been interviewed. Most of the interviewees indicated that they were familiar with their roles and responsibilities and they had attended either a virtual or face-to-face training, to prepare them for their roles. The programme is appreciated and the EAs and GSAs support both the teachers and the School Management Teams.

A further 150 EAs were interviewed by subject specialists (desktop monitoring) to determine if they were trained and allocated grades and subjects they had applied for. Another 7 889 EAs responded to the survey questions that were uploaded on the WhatsApp Teacher Connect platform.

Reading Sector Plan: PEDs submitted their reports on the reading activities for the 2020/21 financial year. A consolidated sector report on reading was compiled.

Inclusive Education

Support to schools and learners with disabilities within the context of COVID-19: As part of the sector's efforts to contain the spread of the virus and protect the academic year, the DBE participated in consultations with key stakeholders in the sector, including PEDs; Civil society organisations (Equal Education Law Centre; BlindSA; DEAFSA; Autism South Africa; Deaf Education Principals' Association of South Africa (DEPASA); Down Syndrome South Africa; South African National Association for Special Education (SANASE); Parents for Children with Special Education Needs (PACSEN); and; Teachers unions. The DBE developed guidelines for schools with the following categories of learners: blind and low vision; Deaf and Hard of Hearing and autistic learners. In addition, the draft guidelines were developed to guide health and social care professions working within the basic education sector. The DBE is constantly providing directions to ensure that issues relating to vulnerable and at-risk learners, including learners with disabilities, are adequately covered.

The DBE also developed *Guidelines for Healthcare and Social Service Professionals in the Department of Basic Education during the Coronavirus (COVID-19) Outbreak in South Africa*. The purpose of the *Guidelines* is to guide the roles and responsibilities of these professionals in public schools and special care centres. In addition, input was made into the *Directions and Standard Operating Procedures for the Containment of COVID-19 for Schools and School Communities* to ensure that issues relating to learners with disabilities are adequately covered.

The University of North Carolina at Chapel Hill developed a resource for parents and caregivers in response to COVID-19. The resource is about Supporting Individuals with Autism through Uncertain times. This resource is useful as it addresses the needs of children at different levels of the spectrum. The resource was customised to make it relevant to the South African context and shared with PEDs, parents and disability formations.

South African Guide Dogs Association was appointed to strengthen support and safety for schools with blind and visually impaired learners. The service provider developed materials and an activity plan to guide schools with blind and visually impaired learners on orientation and mobility.

The DBE participated in the readiness monitoring of schools to re-open in preparation for the return of Grades 7 and 12. In addition, the DBE participated in meetings to assess the state of readiness of PEDs, with a specific focus on readiness in special schools.

Implementation of the Conditional Grant on Learners with Severe to Profound Intellectual Disability (LSPID) within the context of COVID-19: The DBE adapted the 2020/21 Conditional Grant Framework to strengthen the sector's response in ensuring the safety of learners and staff in special care centres within the context of COVID-19. As part of this exercise, the DBE guided and supported PEDs in developing revised business plans and submitting provincial requests for deviations to include a response to COVID-19 in line with the revised Grant Framework. In order to strengthen implementation, the DBE developed a checklist to ensure the compliance of special care centres with the protocols for ensuring the safety of learners and staff. To ensure that learners were learning, the DBE trimmed the lesson plans to guide the implementation of the Learning Programme within the context of COVID-19. To ensure that no learner was left behind, the DBE developed a survey tool to gather information in respect of children in special care centres who, due to COVID-19 related issues, had remained at home despite the re-opening of special care centres.

A National Task Team, with representatives from the DBE and the nine (9) PEDs was established. This team worked with provincial Educational Management Information Systems (EMIS) and has been tasked with capacitating and supervising the Provincial Task Team and ensuring the effective use of South African School Administration and Management System (SA-SAMS) to capture performance information, verification of captured information and management of evidence documentation. A virtual meeting where the team was briefed on information management challenges and their task was conducted.

A task team whose responsibility is to develop and pilot a tracking tool that will be used for evidence-based reporting was established and has drafted a tool that is currently being piloted.

The establishment of a Provincial Task Team that is made up of a representative from each transversal Itinerant Outreach Team was facilitated. The team is tasked with supervising outreach team members and ensuring the effective use of SA-SAMS and management of each team's evidence documentation.

Furthermore, a guideline was developed for implementing the Learning Programme for LSPID trimmed Lesson Plan with children who, due to COVID-19, are learning from home. The development of activities that will be used to facilitate the implementation of the trimmed Lesson Plan for children that are at home due to COVID-19 was facilitated and these activities were shared with PEDs. Virtual monitoring and support meetings were held with MP, NC and NW Grant Managers and Transversal Itinerant Outreach Team members. The purpose of these meetings was to discuss the extent to which PEDs had been able to implement the Learning Programme and manage data for learners. The meeting was also used to discuss challenges that PEDs were experiencing and strategies were developed to deal with these challenges.

Monitoring use of the finances of the Conditional Grant on Learners with Severe to Profound Intellectual Disability within the context of COVID-19: A desktop monitoring of expenditure was undertaken by analysing provincial monthly expenditure reports. The impact of the COVID-19 lockdown on the implementation of the activities of the conditional grant continue to impact negatively on expenditure. However, expenditure is expected to improve as PEDs were granted permission to deviate from the approved 2020/21 LSPID Provincial Business Plans to procure Personal Protective Equipment's (PPEs) and consumables for special care centres.

The DG approved for PEDs to deviate from approved Provincial Business Plans and procure PPEs for learners and staff in special care centres, COVID-19 prevention consumables and relevant technology to support remote delivery of the Learning Programme for LSPID for special care centres.

Reopening of special care centres: The DBE collaborated with the Departments of Social Development (DSD) and Health (DoH) regarding re-opening of special care centres and clarification of roles and responsibilities of different government departments in supporting special care centres.

Implementation of the Policy on Home Education within the context of COVID-19: Due to COVID-19 outbreak most parents who were anxious to send their children back to school applied for Home Education. The DBE received and responded to more than 500 emails in which the Policy on Home Education and the information on the registration process was distributed. The applications were from parents who wanted to keep their children at home for the duration of 2020 only and return to school in 2021 while others were applying for long term implementation of home education.

However, some PEDs were not responding to parents' emails. Those who responded had challenges in processing the applications. In order to support provinces, the DBE developed draft guidelines on the implementation of the Policy on Home Education within the context of COVID-19, and also developed and issued Circular S14 of 2020 to:

- Strengthen the effective implementation of the Policy on Home Education during the national state of disaster;
- Adjust some policy clauses that affect the implementation of the Policy on Home Education on matters such as the registration of learners for Home Education during the COVID-19 pandemic or any other pandemic that may occur;
- Outline the procedures to be followed when registering learners for Home Education; and
- Introduce a Joint Liaison Committee (JLC) consisting of representatives of parents, home education associations and interest groups.

Guidelines on Resourcing of an Inclusive Education and Training System: The *Guidelines on Resourcing an Inclusive Education System* were costed and a phased-in implementation approach to 2030 was developed. The approach was presented to the HEDCOM-Subcommittee on Finance and Senior Management, who resolved that more information must be obtained to enable them to decide if special schools must be declared as no-fee paying. The DBE held meetings with 270 principals of special schools as follows:

- 08 March 2021: Schools for the Blind and visually impaired learners; and Schools for the Deaf;
- 09 March 2021: Schools for learners with intellectual disability; and Schools for learners with physical disability; and
- 11 March 2021: Schools for learners with specific learning difficulties, and cognition and mixed/complex disabilities.

Monitoring and supporting PEDs: The DBE Participated in the virtual Budget Standard Exercise meetings with all PEDs. In these meetings, progress on the implementation of the activities of the 2020/21 LSPID Grant was discussed and provinces were guided on how to address challenges. In addition to the above, the DBE worked with the National Treasury to finalise the 2021/22 Grant Framework and Allocations for the Conditional Grant. All PEDs submitted their draft plans, which are being finalised.

The DBE monitored the procurement of LTSM, assistive devices, PPEs, consumables and technology for COVID-19 (to be used to support teaching and learning in special care centres) in five (5) provinces, namely Free State, Gauteng, Limpopo, Northern Cape and North West.

Strengthening the management of performance data in the implementation of the Conditional Grant on Learners with Severe to Profound Intellectual Disability: In order to address inadequate management of data of learners using the Learning Programme for LPID and limited understanding of the P-Scales that are used when reporting on LPID's performance on the Learning Programme for PID, the DBE trained 178 Transversal Itinerant Outreach Team Members and Grant Managers from GP, KZN, LP, MP and NC on the evidence-based reporting and P-Scales of the Learning Programme; virtually guided 188 Transversal Itinerant Outreach Team Members and Grant Managers in all provinces on the implementation of the Learning Programme and management of data for learners using the Learning Programme; and virtually monitored the implementation of the lesson plans for the Learning Programme.

Strengthening of special schools through the provision of ICT platforms and specialised assistive devices: Vodacom has completed ICT installation, devices and training) in 139 of the 140 special schools allocated. The one (1) school that still has to be completed by Vodacom is Khalipha Special School in KZN, where the vehicle transporting the equipment was hijacked. Liquid Telecoms has completed 19 special schools in WC. Cell-C completed the allocated pilot school in MP, whereas MTN has completed 10 special schools in NW and GP.

Monitor the implementation of the CAPS Grades R-5 for learners with Severe Intellectual Disability (SID): The Department monitored and supported the training of 57 educators on the elective subjects in the North West. Subjects Specialists and Inclusive Education Specialists in the Province participated in the workshop.

Designation, conversion and resourcing of special schools as resource centres: In the Interprovincial Meeting held on 19 March 2021, FS and GP reported that they will be designating additional schools. 62 (35%) special schools designated as resource centres received ICT, assistive devices and connectivity during the period under review.

Monitoring the implementation of the policy on the Screening, Identification, Assessment and Support (SIAS): A template for the monthly monitoring of the implementation of the Policy on SIAS was developed and shared with PEDs. The following has been achieved:

- Number of teachers trained on the implementation of SIAS: 26 533;
- Number of Grade R practitioners trained on the SIAS policy: 3529;
- Number of officials trained on SIAS policy: 2380;
- Number Schools whose teachers participated in the training of SIAS: 4 626;
- Number of learners identified and assessed in terms of the policy on SIAS: 28 497;
- Number of Individual Support Plans (ISP) developed for the above learners: 21 968;
- Number of cases that have been successfully resolved by the schools: 12 053;
- Number of cases that have been referred to the DSBT: 15 069;
- Number of cases that were successfully resolved by DBST: 11 134;
- Number of schools that have been monitored for SBSTs functionality: 4 707; and
- Number of schools that have been monitored for the implementation of the policy on SIAS: 4 997.

Training in specialised areas of disability and other inclusive programmes: The DBE has monitored the training of specialised areas of disability. These include Braille, SASL, Autism and Inclusive Programmes. A national total of 2 349 teachers have been trained in Braille, 2 761 teachers have been trained on SASL, 4 724 teachers trained on Autism as well as 36 108 teachers have been trained in Inclusive Programmes. Inclusive programmes include programmes such as Attention Deficit Hyperactivity Disorder (ADHD), Specific Learning Disabilities, Sensory Integration Disorder, and Augmentative and Alternative Communication.

Manage the implementation of the policy and strategy to realise quality education in Home Education (HE):

The criteria for stakeholder participation in Home Education meetings were shared with the Provincial Education Departments. The number of learners registered for home education has increased from 1 313 to 2 574 which indicates compliance with the policy. The Department is in the process of developing the online Home Education registration form, and desktop curriculum monitoring was conducted in Limpopo Province. An example of a report card template has been communicated to parents.

Support for visually impaired schools on Orientation and Mobility: The South African Guide Dogs Association was appointed to develop videos, manuals (which are JAWs and braille friendly) to assist Schools for the Blind to ensure the safety of learners, educators and non-educators during the COVID-19. Six (6) videos have been developed in English, English with subtitles, Afrikaans, IsiXhosa, IsiZulu and Setswana. The videos are currently being shared with the 23 Schools for the Blind.

Roadshows for the introduction of Coding and Robotics in Special and Full-service Schools: The DBE participated in a roadshow on 03-05 March 2021, whose purpose was to introduce Coding and Robotics to special and full-service schools in KZN.

Monitoring the implementation of Inclusive Education: The DBE monitored and supported the implementation of inclusive education in four (4) provinces, namely LP, MP, NW and WC.

Teaching for All initiative: In collaboration with the British Council and Teacher Development on 4-5 August 2020, a total number of 171 officials from eight (8) provinces were trained on Inclusive Education, ICT and Teacher Development and the Teaching for All Continuing Professional Teacher Development (CPTD) course, which can be accessed by teachers via Spoodle either online or offline. The training also included universities such as the University of South Africa, Stellenbosch, Centre for International Teacher Education (CITE), Cape Peninsula University of Technology (CPUT), Rhodes University, Nelson Mandela University, and the University of Fort Hare. The CPTD course is still going through the accreditation process by the SACE for points and will also go to the Health Professions Council of South Africa (HPCSA) for endorsement for therapists'/healthcare professionals who participate in the training.

Second Chance Matric Programme (SCMP)

Working in collaboration with the PEDs, the SCMP facilitated the support of second chance learners at 133 face-to-face centres throughout the country. 2 394 teachers and 133 Centre Managers offered classes to second-chance learners at the selected centres after school hours and over the weekends. The total number of adult learners who were prepared to write the combined examinations are more than 291 167 learners. In the 291 167, there were more than 33 000 adult learners who attended the face-to-face classes.

The Programme supported second chance learners through these four (4) platforms: face-to-face classes at the centres, broadcasting through radio and television, online and offline support and provision of LTSM resources.

The Department procured and donated the COVID-19 essentials and delivered them to 133 centres. The Centre Managers, who served as principals of the centres, were assigned to manage the distribution and usage of the essentials. They were also tasked to implement and monitor the COVID-19 Standard Operating Procedures (SOPs) and no infections were reported. The unemployed youth have been paid for their services.

The Programme supported 60 711 adult learners to obtain subject passes in both the May/June 2020 and November/December 2020 examinations.

Working with the assistance of the Districts and Provinces, the Centre Managers organised sessions to orientate the teachers and learners on adhering to the COVID-19 SOPs before classes started.

The Department procured and delivered stationery to 133 schools that hosted the face-to-face classes in all Provinces. The donation served as a reimbursement for the costs incurred by the schools. The hosting schools pay for item costs that include electricity, water, and consumables and hence the reimbursement by the Programme.

Some learners who were unable to attend the classes for some reasons such as work commitments and living far away from centres were supported through television and radio broadcasting, provision of LTSM resources (hard copies) and accessibility to the online resources through the SCMP website. Those who had no access to the Internet were provided with the installation of 85 Content Access Points (CAPs) devices in selected centres that do not have access to the Internet.

Additional support to learners was provided through the following platforms; broadcasting of television and radio, online and offline solutions and provision of hard copies of SCMP LTSM. The digital LTSM is distributed to learners through partners that have provided access to the Internet and the partners included are 141 Vodacom Teacher Centres, 43 University of South Africa (UNISA), 67 Community Centres of the Department of Higher Education and Training (DHET) and more than 700 public libraries.

The DBE held two (2) Inter-Provincial meetings to discuss the planning and implementation of the Programme. These meetings discussed the plans and implementation of classes post the lockdown period. When necessary, meetings were held with each Province to discuss the implementation of the Programme.

The DBE has strengthened the partnerships with the different organisations to address the challenges and needs of the *Not Employed, Education and Training* (NEET) Group. These organisations include National Youth Development Agency (NYDA), DHET, Cisco, Gauteng-Harambee, and some private providers. The SCMP created job opportunities for 415 unemployed youth who were contracted as casual workers, screeners and cleaners. The DBE conducted monitoring to 10 face-to-face centres in different Provinces.

CURRICULUM AND QUALITY ENHANCEMENT PROGRAMMES

MST, E-Learning and Research

Special Schools: ICT electronic devices, assistive technologies as well as appropriate software for teaching and learning were supplied to 189 Special Schools. 19 by Liquid Telkom, one (1) by Cell C, 29 by MTN and 140 by Vodacom.

Multi-grade Schools: The DBE in collaboration with Telkom Foundation provided eight (8) schools practising Multi-grade teaching with ICT electronic devices preloaded with digital content for teaching and learning as follows: three (3) in (FS) and five (5) in (EC).

ICT Professional Teacher Development: Orientation training was facilitated on the effective utilisation of the e-Library ICT solution for 224 teachers from 79 recipient primary schools and relevant district officials in the following provinces: KZN (55), EC (133), and FS (36). 400 officials were trained on ICT integration using Moodle (online training). The DBE formed a partnership with VVOB to bring further enhancement to the DBE Cloud. A consultant has been appointed by VVOB to conduct an initial assessment of the work to be done. The focus of the work is on enhancing the DBE Cloud for Teacher Professional Development (TPDs) courses on the DBE Cloud Platform. As part of the partnership, 191 teachers were uploaded on the platform, with usernames and passwords. These teachers have started with the Professional Learning Communities (PLC) courses on the DBE Cloud Platform. An E-Learning platform was created for the training of the e-cadres. The following courses are available online: Basic ICT Training; Coding and Robotics; and SA-SAMS.

Connectivity: 145 Special Schools (19 by Liquid Telkom, 1 by Cell C, 125 by Vodacom) have been provided with connectivity as part of the Universal Service Access Obligations (USAO). A further 599 schools have been connected as part of the SA Connect Initiative. This brings the number of schools connected during the financial year to 788. The DBE in partnership with the Department of Communications and Digital Technologies zero-rated over 350 educational websites and published them on the DBE website.

Content Development and Distribution: The DBE signed the Memorandum of Understanding (MoU) with ABSA Bank for the development of Business Studies State-owned Textbooks. 3 000 videos were uploaded on the DBE Cloud platform. 594 five-minute English Grades R – 3 Active Learning @ Home videos based on DBE workbooks were sourced. A workshop for the development of a framework that will inform the development and digitisation of Grades 10 - 12 Business Studies State-owned Textbooks was facilitated; and SABC broadcast content were sourced. A framework for the development and digitisation of Grade 10 - 12 Business Studies State-owned Textbooks were developed from 12-15 March 2021.

Basic Education Employment Initiative (E-Cadres): 10 951 Cadres were appointed as follows: EC (436), FS (600), GP (299), LP (3 732), MP (4 497), NW (753) and NC (634). They were trained on SA-SAMS, 1 430 on Microsoft ICT skills training, 727 Skills for Innovation training (727) e-Cadres trained; and 2 849 on Readiness ICT Maturity Assessment.

Monitoring for utilisation of Information and Communication Technology (ICT) resources by schools: 27 Schools were monitored for the utilisation of ICT resources. Provinces monitored were EC (3), FS (3), GP (3), KZN (3), LP (3), MP (3), NC (3), NW (3) and WC (3).

MST Subjects: The Department trimmed and re-organised the curriculum for all subjects and Grades to prepare schools for re-opening after Lockdown related school closures, this included the development of Multi-Grade toolkits. ATPs were accordingly revised to guide teachers on what to teach focusing on core concepts and fundamentals for each subject. ATPs for Schools of Skills were also developed. The process of Risk-Adjusted Strategy Subject Planning for GET subjects was completed. MST Specialists sourced, selected and scheduled Grades 10-11 content for broadcast on no-pay channels. Grades 10 and 11 broadcasting schedules for SABC and DBE channels were finalised. Guidelines for SBA and Examinations for Grades 10-11 were developed. The monitoring and evaluation tools including the presentation for the NSC standardisation process for 2020 were finalised. PED officials on monitoring learner performance at marking centres were trained. PED officials assisting in the process of standardisation and compilation of the diagnostic report for 2020 were also trained. The DBE Participated in the development of the monitoring questionnaires for teachers and learners post-NSC exam.

Monitoring of the implementation of CAPS for technical schools: All 18 targeted schools have been monitored for the implication of CAPS and the targets were achieved. CAPS for Occupation Subjects were completed for 2020/21. LTSM for occupational subjects were 90% completed. The MST Grant was monitored in all provinces. Abridged Section 4 was mediated to all provinces. Assessments standards for Occupational Subjects were 90% completed. Piloting of Occupational Subjects in Grade 8 was achieved.

Introduction of Skills Subjects Relevant to Fourth Industrial Revolution (4IR): Focus Schools: The task Team to strengthen the Framework for Establishment of Focus Schools was established and letters of appointment were sent to members. Terms of Reference for this Task Team have been developed. Focus Schools Guidelines document was produced to guide the sector in the establishment of focus schools. These Guidelines, inter alia, provide clarity for the definition/classification, establishment and management of Focus Schools.

Introduction of Skills Subjects Relevant to 4IR:

Marine Sciences Curriculum Grades 10-12: The CAPS, promulgated on 27 November 2020, has been allocated an ISBN and was uploaded to the DBE website on 3 March 2021. The first cohort of the 2019 Grade 10 learners (the pilot group) 13 Grade 12 learners from South Peninsula High School will write the NSC 2021 examination and Exam Guidelines were distributed.

Coding and Robotics Grade R-9 Curriculum and Assessment Policy Statement (CAPS): The draft CAPS documents for Grades R-3, Grades 4-6 and Grades 8-9 were submitted to Umalusi for quality assurance and gazetted for public comments. The advocacy awareness campaign as well as monitoring of the readiness for the implementation of the pilot was conducted in KZN and GP. Project Management Teams have been established in each of the nine (9) Provinces. The National Training Team (NTT) has been orientated on the Grade R-3 and Grade 7 Curriculum. Facilitators and participants' orientation manuals have been developed. Learner and Teacher resources have been developed and uploaded on the DBE Moodle Platform.

Three Stream Model (Occupational Subjects Implementation): Mediation of Practical Assessment Tasks (PATs) to provinces was conducted. Mediation of ATPs for the MST subjects was also conducted. The Abridged Section 4 of the CAPS was mediated to Provinces. 103 schools were audited to implement Occupational subjects in nine (9) provinces. Occupational Subjects CAPS for Year 1 – 4, Grades 8 and 9, Occupational subject's learner Guides for Year 1 – 4, Grades 8 and 9., Occupational subjects Teacher Guides for Year 1 – 4, Grade 8 and 9, Occupational subjects Practical Assessment Tasks (PATs) for Year 1 – 4, Grades 8 and 9, Occupational subjects Exemplar Question papers and Memorandum for Year 1 – 4, Grades 8 and 9 were developed.

Teaching Mathematics for Understanding (TMU) Pilot (Grades 1-5): Virtual training was conducted at 41 schools in six (6) districts of three (3) provinces; 15 schools in three (3) districts in LP, 13 schools in 2 districts in KZN, 13 schools in one (1) district in EC; 12 FP SAs, nine (9) IP SAs, six (6) Provincial coordinators, 393 teachers, 14 553 FP learners, and 4 900 Grade 4 learners. All Grade 4 materials were developed and delivered as soft copies to stakeholders. Trimmed curriculum for Grades 1-4 of 2020 was provided to all TMU stakeholders. Recovery Curriculum ATP for Grades 1-5 of Term-1 was provided with recommended Readiness and Baseline items selected from the TMU Materials. Error Analysis was done using the data for the Readiness and Baseline items to inform teaching and learning gaps. 2021 Online training for Grade 4 teachers for Term 1 and 2 and Grade 5 Term 1 were conducted.

Interventions to Improve Performance in Trends in International Mathematics and Science Study (TIMSS) Mathematics and Science (Grades 5 and 9): Mathematics as well as Natural Sciences curriculum policy support documents were developed for use to improve Science for Grades 5 and 9. The collaboration with the University of Pretoria and Tshwane South district was formalised. Mount Frere, Butterworth and Uitenhage districts established Professional Learning Communities for Lesson Study.

A workshop was organised after the release of the TIMSS results by the Minister, with all provincial subject specialists for Mathematics and Science Grades 4-9 facilitated by the HSRC, to understand the 2019 TIMSS reports for Grades 5 and 9 and the challenges experienced by learners, seeking solutions for intensifying interventions in the Intermediate Phase and Senior Phase. PEDs have been encouraged to join WC and GP in participating in HSRC curriculum preparation workshops to improve performance in TIMSS.

A Framework for the development of the Grade 9 content booklets as well as teacher guides was developed, focusing on teaching Mathematics through problem-solving and also well aligned to the state-owned textbooks, to guide the teachers.

Interventions to Improve Performance in Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) Mathematics (Grade 6): A Framework for the Review of the Grades 4-9 DBE workbooks were developed as well as teacher guides that will be aligned to the state-owned textbooks. This will assist to guide the teachers in ensuring learners improve performance in Mathematics.

Interventions to Improve Performance in Mathematics (Grades 10-12): The Mathematics ATPs for Grades 10 -12 were developed prioritising critical topics in Mathematics in Grades 10 and 11. The new examination structure for Grades 10 and 11 was also designed to indicate the weightings of the topics covered in 2020. Training of Mathematics grades 10-12 teachers on content was done virtually. The DBE organised data which was loaded to teachers' cell phones and computers for attendance. Video lessons were broadcasted on the SABC channel in collaboration with the National Education Collaboration Trust (NECT). The quality of passes in Mathematics has improved as compared to the previous years. The number of distinctions in Mathematics has improved from 4 415 in 2019 to 7 424 in 2020. The number of level 6 passes (passes from 70% - 79%) has increased from 6 835 in 2019 to 9 213 in 2020. The results in Grades 10 and 11 have improved although the scope was a little bit less as compared to the previous years.

Interventions to Improve Performance in Physical Science (Grades 10-12): The number of learners achieving 60% and over in Physical Sciences increased from 30 369 (17.62%) in 2018 to 31 172 (17.88%) in 2020. The Physical Sciences Subject Committee meeting was held on 1 March 2021 where the 2021 results and the development of the provincial Subject Improvement Plans were discussed.

Enhancement of Programmes and Evaluation of School Performance

Workbooks: A total number of 60 114 560 Volumes 1 and 2 Grades R to 9 workbooks were printed for the 2021 academic year. A total number of 61 027 095 Grades R to 9 Volumes 1 and 2 were delivered to all 23 094 schools that placed workbook orders for the 2021 academic year.

Braille workbooks: The DBE provided Grades 1-3 Life Skills Braille Volume 1 workbooks in 11 African languages to 22 Special schools.

Provision of Braille Resources (Textbooks): The DBE purchased Braille Master copies for all the textbooks that have been brailled and the electronic copies of these resources were uploaded to the DBE website for easy access by PEDs, Districts, Circuits and schools. The Braille Advisory Committee held quarterly in 2020 through virtual meetings. The Advisory Committee drafted its first report to be tabled to the DBE regarding issues on the development, printing and delivery of Braille and Braille Large Print.

Grades 4-6 Second Additional Language (SAL) toolkits: Preparations for the Grades 4-6 development, printing and distribution of toolkits commenced in 2020. NECT and DBE held several meetings discussing management plans with time frames and costing for these resources.

The term 1 English master copies were completed by the end of September 2020. This process was followed by the versioning process which was completed in December 2020. English master copies for Grades 4-6 SAL toolkits for terms 1 and 2 for IIAL implementation have been developed. Versioning of the master copy into 12 languages for term 1 has also been completed. Training/ Orientation manuals for provincial officials have been compiled.

The utilisation of workbooks: Dates to submit reports on the utilisation of Workbooks had to be revised due to COVID-19 restrictions. Circular S6 of 2020 concerning the revised dates for the submission of reports on the utilisation of workbooks was sent to the Offices of the Heads of Departments. The national report for Volume 1 has been compiled.

Review of Grade R workbooks: Language workshops for the final check of the Grade R workbook artwork which were recommended in 2020 were held in different provinces from 08-27 March 2021. All 11 African Languages have been checked and Artwork teams are implementing the recommendations and aligning workbooks accordingly.

State-Owned Textbooks: The development and digitisation of Grades 10 to 12 CAT and IT textbooks have been finalised, pending translation into Afrikaans. The development and digitisation of Grades 11 to 12 Life Sciences textbooks have been finalised, pending translation into Afrikaans. The MoA and ToR for the development of Grades 10 to 12 Business Studies textbooks were developed and signed by both the DBE and ABSA. The development process of these books has already started. The MoA and ToR between DBE and SAICA for the development of Grades 10 to 12 Accounting and grades 7 to 9 EMS textbooks were developed and submitted to SAICA for inputs.

A virtual workshop to present and unpack the Grades 10 to 12: Business Studies Framework to Developers (TTRO) and partner (ABSA) was held on 12-15 March 2021. Reports were compiled and submitted to the Developers together with the framework for further development. Another virtual workshop for the development of the framework for Grades 4-9 Mathematics and Grades 8 and 9 Mathematics booklets was held on 12-15 March 2021. Framework for both workbooks and booklets were produced for use during the development process of the respective books.

Universal Coverage: Provinces reported that all schools received necessary ordered LTSM for section 20 and 21 schools for the 2020 academic year. The sector is working towards ensuring that 100% Universal coverage is met. Districts, Principals and SGBs should also take the responsibility of retention and retrieval to achieve 100% universal coverage. Training on retention and retrieval to circuits, districts and schools is continuing.

Provisioning of LTSM by Provinces: The DBE shared the LTSM sector plan for 2021 with provinces to align their LTSM management plans to that of the DBE. Provinces have been requested to send their detailed closeout reports following the guideline provided in the letters to the Provincial Heads.

LTSM electronic system: The LTSM electronic system is at 80% stage for use to ensure procurement, monitoring and retention and retrieval of resources in provinces, districts and schools.

Early Childhood Development (ECD)

ECD Function: Training of ECD practitioners on the implementation of NCF: 1 752 ECD Practitioners were trained on the implementation of the National Curriculum Framework (NCF). for Children from birth to four (4) SiSwati, IsiNdebele and IsiZulu NCF documents were distributed to Mpumalanga Province.

Strengthen inter-departmental and inter-sectoral collaboration: The DBE held Training and Curriculum Sub-Committee virtual meetings on 09 November 2020 and 25 March 2021. The purpose of the meetings was to report on the update of the ECD activities in the ECD sector. The DBE; DSD; DHET; SACE; Education Training and Development Practices Sector Education and Training Authority (ETDPSETA); National Early Childhood Development Alliance (NECDA); South African Congress for Early Childhood Development (SAC ECD); Department of Science and Technology (DST); Department of Public Works (DPW); and United Nations International Children Emergency Fund (UNICEF) attended the meeting. A draft booklet on the *Understanding of Qualifications in ECD* has been developed for the ECD practitioners.

ECD Function Shift: The Government Technical Advisory Centre (GTAC) has concluded the Diagnosis Report on the ECD function and validated the analysis with all provinces. The Diagnostic Report on the function shift has now been finalised and has been approved.

Presidential and Provincial proclamations were drafted to transfer the relevant provisions of the Children's Act to the Minister of Basic Education. The proclamations have been sent to the Office of the State Law Advisor and a certified opinion was received. The proclamations will be sent to the President's office for signature in April 2021. A MoU was drafted to regulate the transition period in 2021. Both departments are in agreement on the contents, and the MoU will be signed by the Directors-General and the Ministers of the two (2) departments early in April 2021.

Governance structures were established to support the ring-fencing and implementation of the function shift. These include an Inter-Departmental Project Steering Committee, an Inter-Departmental Project Management Team (PMT) and Inter-Departmental technical teams.

Deputy Directors-General were appointed to lead the function shift process in the provinces and the national project management team are meeting with them once every two (2) weeks to receive progress reports. Through these structures, the two (2) departments have done an organisational scoping and have agreed on the staff complement that is ring-fenced for transfer. The national Human Resources technical team is now supporting provinces to identify the staff complement for transfer. The budget lines for transfer has also been identified at a national and provincial level. In terms of data, information, monitoring and evaluation, provincial checklists were developed for Provincial Departments of Social Development to indicate all data and information on ECD that they have developed and that will need to be transferred. A joint briefing was held with the Portfolio Committees responsible for Basic Education and Social Development on 16 March 2021.

Reading

Primary School Reading Improvement Programme (PSRIP): PSRIP is an early grade reading programme developed by the collaboration between the DBE, PEDs and NECT supported by the ETDP SETA. The programme seeks to strengthen the teaching of reading in both Foundation Phase (FP) and Intermediate Phase (IP) English First Additional Language (EFAL), through the training and support provided to teachers, Subject Advisors (SA) and School Management Teams (SMTs).

The PSRIP 3 had to be repackaged and redesigned to respond to the challenges presented by the COVID-19 pandemic. The face-to-face training for Subject Advisors and SMTs had to be moved to digital platforms. The first training involving the Foundation Phase Subject Advisors and some SMT master trainers was conducted through the Zoom platform from 30 June 2020. Seven (7) provinces managed to participate in the training, irrespective of the challenges faced at the time with regards to the use of new platforms.

In the current iteration necessitated by COVID-19, the Department introduced other new elements of the programme, which included building capacity to support curriculum catch-up as per the revised ATPs; provide psychosocial support as well as highlighting health and safety in the context of COVID-19.

In preparation for the fourth iteration of the programme, PSRIP 4, which will attract a new cohort, the ETDP SETA has approved the MoU. Engagements were held with provinces regarding the planning meetings for Provincial Coordinators that took place on 3-4 December 2020. The planning meetings with provinces were meant to provide a clear understanding of how the PSRIP4 would be executed.

All partners involved began the implementation of PSRIP 4, where Foundation Phase Subject Advisors received training. The training took place online due to COVID-19 regulations. The School Management Teams Master Trainers also received training.

The use of these platforms also provided the Department with an opportunity to record the training sessions, and Subject Advisors can view these recordings as and when they need to refresh. The training sessions were implemented successfully, however; challenges that affected the training sessions were disruptions to connectivity due to poor network coverage and load shedding in other areas.

Within the context of the pandemic, and after three (3) years of rigorous PSRIP monitoring and evaluation, the approach to external evaluation for PSRIP 4 in 2021 has been deeply considered. To this end, the monitoring and evaluation framework is currently being finalised to understand the gains, challenges and impact of the programme over time. The framework will be finalised by mid-April 2021.

The Department has managed to train officials as follows:

Table 27. Subject Advisors trained

Name of Province	Number of Subject Advisor FP	Number of Subject Advisor IP
KwaZulu-Natal	36	43
Mpumalanga	16	14
Eastern Cape	36	40
Gauteng	45	45
Western Cape	34	32
Limpopo	45	43
Free State	29	22
North West	20	32
Northern Cape	5	21
Total	266	292

Table 28. Teachers trained

Name of Province	Number of teachers FP	Number of teachers IP	Number of SMTs
KwaZulu-Natal	543	590	3
Mpumalanga	197	0	4
Eastern Cape	365	240	1
Gauteng	0	0	3
Western Cape	222	187	1
Limpopo	290	77	4
Free State	31	0	4
North West	310	189	2
Northern Cape	12	40	1
Total	1 970	1 323	23

Professional Development Framework for Digital Learning (PDFDL): 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 within their contexts. The COVID-19 pandemic proves that the implementation of the Framework is now a matter of urgency.

The DBE completed the development of the draft micro-learning course materials for Planning Digital Learning Progress, the Change Leadership for Digital Learning as well as guidelines. To strengthen the implementation process of the Framework, the DBE continued to work with stakeholders such as VVOB on course development for online courses for PLCs, this comprised the reviewing of instructional design screens and prototypes.

The COVID-19 pandemic has posed numerous challenges with regard to schooling. This ultimately resulted in the development of a content domain, storyboards and e-learning output for the COVID-19 Guides for teachers, which includes versions in several official languages also publishing this e-learning output on the DBE website and SchoolNet website. In addition to the foregoing, there was also new developments including the creation of a series of 21 articles on Teaching and Learning from Home.

Promotion of school Libraries and Information Services (LIS): The LIS inter-provincial meetings were held on 14 October 2020 and 17 February 2021 respectively. To mitigate the impact of the pandemic, a WhatsApp group involving all provinces was created as a platform to discuss the challenges and mitigating factors that could be implemented to resolve challenges that had been identified such as the closing of libraries due to the COVID-19 pandemic. The focus, therefore, has been more on redirecting the public to using digital libraries during the lockdown. Several options on accessing digital libraries have therefore been shared.

The placement of the 23 286 Reading Champions across the nine (9) provinces through the Basic Education Employment Initiative (BEEI) has impacted the establishment of many classroom libraries and the revival of many school libraries. To ensure that learners continued to read, a circular for schools and an information leaflet for parents were developed to urge both to ensure that reading continues despite the rotational school attendance and that learners are supported and monitored.

Promotion of Read to Lead Campaign: To amplify the 'Call to Action' message of the Read to Lead Campaign, particularly during COVID-19, a Communication and Social Media Strategy has been developed, and a service provider, JoyPass, was contracted to roll it out. Furthermore, advocacy material to promote the visibility of the campaign has also been developed.

On 23 April 2020, the Read to Lead Campaign and the National Reading Coalition (NRC) celebrated World Read Aloud Day. This celebration was done through the media, social media as well as the NECT website, by sending messages reaching the following people: 22 Circuit Managers; 612 volunteers which consisted of 532 in Limpopo, 40 in Mpumalanga, 20 in North West and 20 in Eastern Cape; and 112 principals. The number of public members that were impacted through WhatsApp amounts to 4 800, the newspaper reading campaign reached 800 000 people, and the radio interview had 400 000 listeners covering Nkangala and Ehlanzeni districts in Mpumalanga province.

Integrated Sector Reading Plan: To support the implementation of the Integrated Sector Reading Plan, a Reading Unit has been established to both lead and play the coordination role on reading issues for the sector.

Comprehension Across the Curriculum (CATC): CATC aims to raise awareness about the importance of teaching comprehension and critical thinking in all subjects, and all phases. It also aims to inspire some critical and creative thinking around the COVID-19 challenges for the education sector. The plan is to avail the programme first to 10 000 teachers across the FP, IP, Senior Phase and Further Education and Training (FET) phase. It is a six-hour self-directed, online programme that will use the DBE's TeacherConnect Platform. Teachers who complete the programme will be awarded 10 SACE CPTD points.

The following activities have been completed:

- Finalised the platform for delivery;
- Completed the development of training materials (videos, stories and manuals);
- Curated content for the TV programme;
- Drafting the Service Level Agreement (SLA) between the NECT and ETDP SETA;
- The ETDP SETA, Training and Development commitment form has been developed as an online registration form; each learner will complete the online registration form as confirmation of course enrolment;
- The SACE has endorsed the programme with five (5) points.

Working with the National Reading Coalition (NRC): Through the NRC 21 storybooks for Foundation Phase in five (5) different home languages, including Siswati, IsiXhosa, Tshivenda, Xitsonga and Sesotho have been developed. These were launched on 5 December 2020 in Limpopo.

Room to Read further donated 20 000 books during the launch and distributed them to 100 schools in five (5) provinces. The provinces that benefited are EC, KN, LP, MP and NW. Furthermore, NECT arranged for a donation of 65 000 English primary school books from Room to Read. Different provinces benefited from the donation. Big Books were reduced into WhatsApp format and distributed to 144 NRC circuits that are EC (54), LP (34), GP (22) and MP (17) to avail books during the lockdown.

On World Read Aloud Day, the Department and NRC shared the 21 Foundation Phase stories with:

- Nine (9) provincial LIS coordinators;
- 676 principals across 22 NRC circuits;
- 640 NRC volunteers;
- 150 Circuit Managers of NW, LP, and EC; and
- 10 000 principals in the PSRIP programme.

Presidential Virtual Reading Clubs: In partnership with the Read to Lead Campaign, three (3) Presidential Virtual Reading Clubs were coordinated on 28 January, 24 February and 25 March 2021 with more than 250 participants per session, including the Minister of Basic Education.

Reading and Leadership Strengthening in South African Schools (REALS SA): The DBE, in partnership with UNICEF, aims to roll out the Reading and Leadership Strengthening in South African Schools for Learning during COVID-19 and beyond programme in LP, EC and KZN. This is a European Union (EU) funded programme, with the NECT and Performance Solutions Africa (PSA) appointed as implementers. A technical team has been established in this regard.

The Basic Education Employment Initiative (BEEI): As part of the BEEI project, the following activities have been undertaken:

- The conceptualisation and design of the Reading Champions Programme;
- The coordination of the reading sector through facilitating collaboration between the DBE, PEDs and the NGOs who are part of the NRC to support the programme;
- Development of the Recruitment Guidelines and Job Specifications of the Reading Champions;
- Developing a training plan for the Reading Champions Programme;
- Supporting PEDs to ensure effective implementation of the Reading Champions Programme;
- Working with NECT to appoint a project manager to support the DBE and PEDs in implementing the programme;
- Undertaking scoping and framing content to start the draft of the Reading Champions Manual;
- Training of the trainers was conducted in all provinces;
- Training of Reading Champions was conducted in all provinces; and
- Monitoring tools were developed and progress has been monitored and tracked weekly.

Placement of 23 286 Reading Champions has been completed across provinces: EC (5 389); FS (435); GP (2 521); KZN (5 243); LP (3 360); MP (1 103); NW (1 501); NC (3 069); and WC (665).

Rural Education

Rural Education Assistants Project (REAP): The COVID-19 pandemic negatively impacted the activities. This notwithstanding, the DBE continued with the implementation of the project activities, when the schools reopened in July 2020. The DBE recorded major milestones during the year as follows:

- The DBE continued to monitor resignations and facilitate new appointments of Education Assistants (EAs) in project schools;
- Following the end of the contract period for the second year, the DBE facilitated the renewal of EA contracts. All EA contracts were renewed, and EAs continued to work based on the new contracts;
- The DBE also continued to receive and capture the Police Clearance of EAs, with the vast majority of EAs having submitted the Police Clearances. This has ensured that learners are not exposed to people with criminal records;
- Amid the pandemic, the DBE surveyed EAs as COVID-19 Ambassadors in the three (3) provinces across the six (6) districts that are part of the pilot. The data collected was analysed and a report was written up. The findings of the survey indicate that EAs have played a pivotal role as COVID-19 Ambassadors in the schools, assisting with adherence to the regulations on the pandemic. Amongst other activities, EAs ensured proper social distancing for learners, taking and recording temperatures daily, ensuring proper wearing of masks by learners, and were instrumental in communicating to the communities about the pandemic and schooling processes;
- A tracer survey of EAs who have resigned between June 2018 and March 2020 was undertaken. The data was analysed and a report was compiled. The findings of the survey indicated that the vast majority of EAs who resigned since project inception have registered for higher degrees in universities and are studying full time. Others have found new employment in various sectors of the economy; and

- The DBE embarked on monitoring visits to schools when the schools reopened. Overall, schools were found to be well in line with the prescripts and regulations as outlined in the national protocols of the pandemic. EAs were assisting in various aspects of screening learners at the beginning of the school day. While they did this, educators can focus on other key curricula matters.

Edulution Programme: A Memorandum of Agreement was concluded between the DBE and the Sešego Group for the piloting of the Edulution Programme which utilises technology to facilitate a catch-up programme for learners in the Intermediate Phase (Grade 4) in Numeracy and Literacy.

Inter-Provincial Rural Education (RE) Committee: Two (2) of the planned Inter-Provincial Rural Education Committee meetings were successfully convened. In these meetings, Provinces reported (amongst other things) on strategies used to support rural schools, including progress on the implementation of the RE Framework; strategies used to support Multi-grade teaching schools, including progress on the implementation of the Multi-Grade Toolkit; and progress on the closure and merger of non-viable schools.

Table 29. Programme 2: Report against the originally tabled Annual Performance Plan until date of re-tabling

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	*Actual Achievement 2020/2021 until date of re-tabling	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system.	Ensure that policies and the curriculum evolve to deal with emerging priorities, including those relating to early childhood development, inclusive education, twenty-first-century skills, the support and monitoring of learning outcomes.	2.1.5 Amend legislation to regulate the new ECD landscape	-	-	Amendment of NEPA, SASA and Children's Act completed within 9 months of Cabinet proclamation on change. Annually	Zero activities due to lockdown.	Milestone recorded	Not applicable	2020/21 target: A joint submission for determination on the ECD function shift is submitted to the Minister of Public Service and Administration. 2021/22 target: Amendment of NEPA, SASA and Children's Act completed within 9 months of Cabinet proclamation on change. 2022/23 target: Approved costed plan 2.1.5 Annual target: A joint submission for determination on the ECD function shift is submitted to the Minister of Public Service and Administration Q1: Consultations held between DBE and DSD Q2: Diagnostic Report on function concluded Q3: Readiness assessment and draft determination concluded Q4: Determination submitted to DPSA

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	*Actual Achievement 2020/2021 until date of re-tabling	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
		2.1.7 Develop and operationalise an ECD Education Management Information System (EMIS)	-	-	Report on national audit conducted Annually	Zero activities due to lockdown.	Milestone recorded	Not applicable	2.1.7 Indicator title should read: Conduct an Early Childhood Development census to inform the integration of ECD into EMIS 2020/21 target: Preparations for ECD census is concluded 2021/22 target: Approved report on the national audit conducted on ECD centres. 2022/23: DBE begins to register ECD centres and programmes 2.1.7 Indicator title should read: Conduct an Early Childhood Development census to inform the integration of ECD into EMIS 2.1.7 The Annual and Q4 target should read: Preparations for ECD census is concluded
		2.1.10 Number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor level passes	-	-	18 Annually	Zero activities due to lockdown.	Milestone recorded	Not applicable	2.1.10 The MTEF targets for 2020/21, 2021/22 and 2022/23 should read: 3, 9, 9 The 2018/19 Audited performance should read: - 2.1.10 The Annual and Q4 targets should read: 3

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	* Actual Achievement 2020/2021 until date of re-tabling	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
		2.1.13 Annual Sector Report on schools that are prepared to respectively implement and pilot the Technical Occupational Stream in 2021/22.	-	-	Approved National Report on the implementation of the Occupational Curriculum Annually	Curriculum trimming and reorganisation on Mathematics and English HL and FAL were carried out and Annual Teaching Plans (ATPs) thereof were sent to PEDs and schools. The Occupational subjects could not be submitted to Umalusi for appraisal. The Occupational subjects could not be quality-assured due to the focus on Curriculum Recovery Plan initiatives. The subjects will be quality-assured through online platforms during the second quarter.	Milestone recorded	Not applicable	2.1.13 Indicator title should read: An Annual Sector Report is produced on schools that are prepared to respectively implement and pilot the Technical Occupational Stream 2020/21 target: An Approved Annual Sector Report on Schools of Skill that pilot the Technical Occupational Stream in 2020/21. 2021/22 target: An Approved Annual Sector Report on Ordinary Secondary Schools that pilot the Technical Occupational Stream in 2021/22. 2022/23: An Approved Annual Sector Report on schools that implement the Technical Occupational Stream in 2022/23. 2.1.13 Indicator title should read: An Annual Sector Report is produced on schools that are prepared to respectively implement and pilot the Technical Occupational Stream Annual and Q4 targets should read: An Approved Annual Sector Report on Schools of Skill that pilot the Technical Occupational Stream in 2020/21.

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	*Actual Achievement 2020/2021 until date of re-tabling	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
		2.1.14 Number of schools monitored for piloting the Coding and Robotics curriculum	-	-	10 schools (2 schools per piloting Province) Annually	Zero activities due to lockdown.	Milestone recorded	Not applicable	Delete indicator: Move to 2021/22
Outcome 3: Maintain and develop knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery.	Ensure that national decisions relating to innovations in areas such as reading and language acquisition are informed by sound evidence.	2.2.1 Number of schools monitored on the implementation of the reading norms	22	20	30 Annually	Zero activities due to lockdown.	Milestone recorded	Not applicable	2.2.1 The 2020/21 target should read: 10 2.2.1 Annual target: 10 Q4 target: 10
		2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL)	20	20	30 Annually	Zero activities due to lockdown.	Milestone recorded	Not applicable	2.2.2 The 2020/21 target should read: 10 2.2.2 Annual target: 10 Q4 target: 10

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	*Actual Achievement 2020/2021 until date of re-tabling	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
		2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	92	100	125 Annually	Zero activities due to lockdown.	Milestone recorded	Not applicable	2.2.3 The 2020/21 target should read: 10 2.2.3 Annual target: 10 Q4 target: 10
		2.2.4 Number of schools with Multi-grade classes monitored for implementing the Multi-grade toolkit	142	72	81 Annually	Zero activities due to lockdown.	Milestone recorded	Not applicable	2.2.4 The 2016/17 Audited performance should read - 2020/21 target should read: 10 2.2.4 Annual target: 10 Q4 target: 10
		2.3.2 Percentage of public schools with Home Language workbooks for learners in Grades 1 to 6 per year	Volume 1: 100% (17 316/17 316) Volume 2: 100% (17 341/17 341)	100% (17 236/ 17 236)	100% Annually	0%	Not applicable	Not applicable	2.3.2 Indicator title should read: Percentage of public schools provided with Home Language workbooks for learners in Grades 1 to 6 per year after having placed an order
		2.3.3 Percentage of public schools with Mathematics workbooks for learners in Grades 1 to 9 per year	Volume 1: 100% (23 223/23 223) Volume 2: 100% (23 201/23 201)	100% (23 177/ 23 177)	100% Annually	0%	Not applicable	Not applicable	2.3.3 Indicator title should read: Percentage of public schools provided with Mathematics workbooks for learners in Grades 1 to 9 per year, after having placed an order

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	* Actual Achievement 2020/2021 until date of re-tabling	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
		2.3.4 Percentage of public schools with workbooks for learners in Grades R per year	100% (16 347/ 347)	100% (16 317/ 317)	100% Annually	0%	Not applicable	Not applicable	2.3.4 Indicator title should read: Percentage of public schools provided with workbooks for learners in Grades R per year, after having placed an order

* Actual achievement must be reported in relation to the performance information reflected in the originally tabled Annual Performance Plan until date of re-tabling (In the instance where a department has re-tabled an Annual Performance Plan in the financial year under review).

Table 30. Programme 2: Report against the re-tabled Annual Performance Plan

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	** Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	
Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system.	Ensure that policies and the curriculum evolve to deal with emerging priorities, including those relating to Early Childhood Development, inclusive education, twenty-first century skills, the support and monitoring of learning outcomes.	2.1.1 Number of Technical schools monitored for implementation of Curriculum and Assessment Policy Statements (CAPS)	54	18	18 Quarterly	18	No deviation	Not applicable	

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
		2.1.2 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or extended Senior Certificate, including upgraded NSC per year	64 062	40 531 NSC: 963 SC: 39 568	60 000 Bi-Annually	60 063	+63	The programme supported learners through four platforms: face-to-face centres, broadcast, online and provision of study materials. The Department increased the number of face-to-face classes from 90 to 133 centres throughout the country. Working in partnership with different entities, the Department introduced the Woza Matric intervention that broadcast dedicated educational programmes to support Matric learners. The Woza Matric programmes were broadcast on SABC 1, DSTV Catch-Up and DBETV Channel 122 on Openview matric catch-up lessons in 11 high enrolment subjects were broadcasted to help learners revise. The Department also increased the distribution of its online study materials through partnerships. The Department also provided hard copy study materials to more learners.
		2.1.3 Number of Children/ Learners with Profound Intellectual Disability (C/LPID) using the Learning Programme for C/LPID	6 416	8 855 Profound Intellectual Disability (PID): 4 308 Severe Intellectual Disability (SID): 4 547	3 527 Annually	3 423	-104	COVID-19 restrictions resulted in the closing of special care centres and some learners remained at home even when special care centres were eventually allowed to operate by the DSD. In addition, some residential high care special care centres did not allow teams to have direct contact with the learners fearing that the learners may get infected with COVID-19. Therefore, outreach team members could not reach all the learners to provide the necessary services that enable these learners to use the Learning Programme for LPID

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	** Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
		2.1.4 A National Report is produced on monitoring of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	-	-	Approved National Report on monitoring of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention Annually	Approved National Report on monitoring of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	No deviation	Not applicable

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
		2.1.5 Amend legislation to regulate the new ECD landscape	-	-	A joint submission for determination on the ECD function shift is submitted to the Minister of Public Service and Administration Annually	Diagnostic report has been approved Draft Determinations not provided- dependent on the promulgation of the proclamations. Joint submission not submitted to DPSA - dependent on the promulgation of the proclamations	A joint submission for determination on the ECD function shift was not submitted to the Minister of Public Service and Administration	To amend the legislation to regulate the new ECD landscape, the DBE appointed GTAC to develop a diagnostic report to analyse the powers and functions that will be transferred, as well as the resources that are currently connected to the powers and functions (the diagnostic report has been submitted). Based on this report, proclamations were drafted and certified by the Office of the Chief State Law Advisors (certified opinion has been submitted). Once signed by the President, the proclamations will provide the DBE with a legal document to confirm that the ECD function will be shifting. This legal document will be used during the labour relations process, during which the DBE and DSD will negotiate the number of posts, as well as the staff in these posts that will be transferred. The submission for determination needs to include the resources in terms of posts, budget and assets that will be transferred from the DSD to the DBE and is therefore dependent on the proclamations being signed. The Ministers of both departments have signed a MoA to confirm that the function will be transferred. Once the proclamations have been signed, the Departments will finalise the submission for determination and submit it to the DPSA. The Department has submitted a submission signed by the Minister and DG to explain this, as well as the signed MoA between the Ministers. This has been presented to the Portfolio Committee and the revised timelines have been adopted.
		2.1.6 Develop new funding models for ECD delivery	-	-	Report on investigation into ECD funding models Annually	Report on investigation into ECD funding models	No deviation	Not applicable

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	** Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
		2.1.7 Conduct an Early Childhood Development census to inform the integration of ECD into the EMIS	-	-	Preparations for ECD census is concluded Annually	Signed MoU DBE RSA and Lego Foundation provided. South Africa ECD Census 2021 Request for Tender provided.	Preparations for the ECD census was not concluded	A service provider has been appointed by the LEGO Foundation and they have submitted an inception report to indicate their work plan. The LEGO Foundation has written a letter to indicate that they have entered into a contract with Ikapadata, but that the contract with the service provider was only entered into in March 2021 due to COVID-19 delays in 2020.
		2.1.8 Develop and operationalise an Early Childhood Development (ECD) Human Resource Development (HRD) Plan	-	-	Report on ECD service delivery model and its workforce implications Annually	Report on ECD service delivery model and its workforce implications	No deviation	Not applicable
		2.1.9 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10 –12	-	-	8 Annually	8	No deviation	Not applicable
		2.1.10 Number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor level passes.	-	-	3 Annually	3	No deviation	Not applicable

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
		2.1.11 Number of schools monitored for implementing compulsory entrepreneurship education	-	-	90 (10 per province) Annually	86	-4	The negative deviation of 4 is as a result of: 1. The closure of schools due to COVID-19 2. The delay in starting the monitoring of schools 3. The data collection process commenced on 24 September 2020 – 10 March 2021, instead of May 2020. The consequence is that in some provinces, the target of 10 was not achieved, and in some, it surpassed the target of 10 as noted below: Eastern Cape: 11 Gauteng: 9 Free State: 10 KwaZulu-Natal: 9 Limpopo: 11 Mpumalanga: 10 Northern Cape: 10 North West: 9 Western Cape: 7 Total schools monitored: 86
		2.1.12 An Annual Sector Report is produced on the implementation of the General Education Certificate (GEC)	-	-	Approved Annual Sector Report on the implementation of the General Education Certificate (GEC) Annually	Approved Annual Sector Report on the implementation of the General Education Certificate (GEC)	Nine (9) PED reports substantiating the Annual Sector Report are not provided.	The first cycle of the GEC roll-out is scheduled for November 2023. The milestone reached in 2021 is the provisional approval of Umalusi of the draft policy framework.
		2.1.13 An Annual Sector Report is produced on schools that are prepared to respectively implement and pilot the Technical Occupational Stream	-	-	An Approved Annual Sector Report on Schools of Skill that pilot the Technical Occupational Stream in 2020/21 Annually	An Approved Annual Sector Report on Schools of Skill that pilot the Technical Occupational Stream in 2020/21	Nine (9) PED reports substantiating the Annual Sector Report are not provided.	The deviation was caused by delays in the submission of reports by PEDs.

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	** Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system.	Ensure that policies and the curriculum evolve to deal with emerging priorities, including those relating to Early Childhood Development, inclusive education, twenty-first century skills, the support and monitoring of learning outcomes.	2.2.1 Number of schools monitored on the implementation of the reading norms	22	20	10 Annually	10	No deviation	Not applicable
		2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL)	20	20	10 Annually	10	No deviation	Not applicable
		2.2.3 Number of under performing schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	92	100	10 Annually	10	No deviation	Not applicable

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
		2.2.4 Number of schools with Multi-grade classes monitored for implementing the Multi-grade toolkit	142	72	10 Annually	10	No deviation	Not applicable
		2.2.5 An Annual Sector Report is produced on the implementation of the National Reading Plan	-	-	Approved Annual Sector Report on the implementation of the National Reading Plan Annually	Approved Annual Sector Report on the implementation of the National Reading Plan	No deviation	Not applicable
		2.2.6 An Annual Sector Report is produced on the number of public schools monitored on the availability of readers	-	-	Approved Annual Sector Report on the number of public schools monitored on the availability of readers Annually	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	No deviation	Not applicable
Outcome 4: Advance the development of innovative and high quality educational materials.	Promote the use of evidence in materials development through a stronger use of emerging technologies.	2.3.1 Number of schools per province monitored for utilisation of Information and Communications Technology (ICT) resources	27	27	27 (3 per province) Annually	Q1: 0 Q2: 9 Q3: 6 Q4: 12 Total: 27	No deviation	Not applicable
		2.3.2 Percentage of public schools provided with Home Language workbooks for learners in Grades 1 to 6 per year, after having placed an order.	Volume 1: 100% (17 316/17 316) Volume 2: 100% (17 341/17 341)	100% (17 236/17 236)	100% Annually	100% 17 077/17 077	No deviation	Not applicable

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
		2.3.3 Percentage of public schools provided with Mathematics workbooks for learners in Grades 1 to 9 per year, after having placed an order.	Volume 1: 100% (23 223/23 223) Volume 2: 100% (23 201/23 201)	100% (23 177/ 23 177)	100% Annually	100% 22 955/22 955	No deviation	Not applicable
		2.3.4 Percentage of public schools provided with workbooks for learners in Grades R per year, after having placed an order.	100% (16 347/ 16 347)	100% (16 317/ 16 317)	100% Annually	100% 16 125/16 125	No deviation	Not applicable
		2.3.5 An Annual Sector Report is produced on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6 and 9	-	-	Approved Annual Sector Report Annually	Approved Annual Sector Report (on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6 and 9)	Two (2) PED reports substantiating the Annual Sector Report are not provided.	The two (2) provinces have confirmed that the reports will be signed and sent to DBE during June 2021.
		2.3.6 The number of schools monitored for home languages in which Literacy Grades 1-3 Lesson Plans have been developed for terms 1-4	-	-	10 Annually	10	No deviation	Not applicable

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
		2.3.7 Number of special schools with access to electronic devices	-	-	140 Annually	145	+5	The rollout of electronic devices and connectivity to Public Special Schools is funded by the Mobile Network Operators, not the DBE. Therefore, the rollout of the equipment is based on the availability of funding from the MNOs. It is in this regard that the number of Schools provided with ICT resources exceeds the DBE target of 140 schools for 2020/21.
Outcome 5: Conduct strategic interventions to assist and develop provincial education systems.	Continue with the strategic use and monitoring of conditional grants and other funds to advance national priorities, as well as additional interventions in all or specific provinces to advance the attainment of sector-wide goal	2.4.1 An Annual Sector Report is produced on the number of teachers trained on inclusion	-	-	Approved Annual Sector Report on the number of teachers trained on inclusion Annually	Approved Annual Sector Report on the number of teachers trained on inclusion	Three (3) PED reports to substantiate the Annual Sector Report are not provided. Six (6) PED reports provided do not have training attendance registers to confirm that the training took place.	The deviation was caused by delays in the submission of reports by PEDs. As a remediation measure, a DG submission will be compiled to request PEDs to submit the outstanding reports.
		2.4.2 An Annual Sector Report is produced on the number of learners in public special schools	-	-	Approved Annual Sector Report on the number of learners in public special schools Annually	Approved Annual Sector Report on the number of learners in public special schools	Nine (9) PED reports substantiating the Annual Sector Report are not provided.	The deviation was caused by delays in the submission of reports by PEDs. As a remediation measure, a DG submission will be compiled to request PEDs to submit the outstanding reports.

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	** Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
		2.4.3 An Annual Sector Report is produced on the percentage of public special schools serving as resource centres	-	-	Approved Annual Sector Report on the percentage of public special schools serving as resource centres Annually	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	Four (4) PED Reports substantiating the Annual Sector Report are not provided.	The deviation was caused by delays in the submission of reports by PEDs. As a remediation measure, a DG submission will be compiled to request PEDs to submit the outstanding reports.
		2.4.4 An Annual Sector Report is produced on the establishment of Focus Schools per Provincial Education Department	-	-	Approved Annual Sector Report on the establishment of Focus Schools per Provincial Education Department Annually	Approved Annual Sector Report on the establishment of Focus Schools per Provincial Education Department	No deviation	Not applicable

** Actual achievement must be reported in relation to the performance information reflected in the originally tabled Annual Performance Plan (In the instance where a department did not re-table the Annual Performance Plan in the financial year under review) OR in relation to the performance information reflected in the re-tabled Annual Performance Plan.

Strategy to overcome areas of underperformance

The DBE is working with DSD to ensure that special care centres remain open during low-risk alert levels and this includes DBE's appropriation of the LSPID Conditional Grant for the procurement of PPEs for the special care centres which started in the 2020/21 financial year.

Indicator 2.1.5: The proclamations are currently with the Minister of Public Service and Administration to sign. The submission for determination is being prepared to submit to DPSA and NT on 30 June 2021.

The signing of the proclamations will be expedited by the Ministers of Basic Education and Social Development. The Ministers will also request support from the Minister of Public Service and Administration in facilitating the assent by the President. Strict timeframes have also been set for this activity to be concluded within the next three months.

Indicator 2.1.11: Number of schools monitored for implementing compulsory entrepreneurship education.

To improve performance in Entrepreneurship Education going forward, the Programme developed an electronic monitoring tool "WhatsApp Teacher-Connect" which has already seen 25 000 teachers registering. The monitoring tool is already in use and has the potential of contributing to improved monitoring of the programme going forward.

Indicator 2.1.12: The first approved annual sector report and nine (9) PED reports will be available following the first administration of the GEC in 2023.

Reporting on the Institutional Response to the COVID-19 Pandemic

Table 31. Progress on Institutional Response to the COVID-19 Pandemic

Budget Programme	Intervention	Geographic location (Province/ District/local municipality) (Where Possible)	No. of beneficiaries (Where Possible)	Disaggregation of Beneficiaries (Where Possible)	Total budget allocation per intervention (R'000)	Budget spent per intervention	Contribution to the Outputs in the APP (where applicable)	Immediate outcomes
Programme 2	Training and procurement of personal protective equipment	All nine provinces	3 423 learners 230 officials		PPEs: 8 488; Thermometers and consumables: 8 835; ICT: 4 946	33 892	3 423 learners	Access to basic education for learners with profound intellectual disability

Inclusive Education

Guidelines for schools with learners with selected categories of disabilities were developed to guide the containment of the spread of COVID-19, The guidelines were for schools that have the following categories of learners: blind and partially sighted learners; Deaf and hard of hearing learners; autistic learners; epileptic learners; learners with physical disabilities; and learners with intellectual disability. In addition, the Directorate made input into the *Directions and Standard Operating Procedures for the Containment of COVID-19 for Schools and School Communities* to ensure that issues relating to learners with disabilities are adequately covered.

In addition, the Department collaborated with the South African Guide Dogs Association and other stakeholders to strengthen support for schools with blind and visually impaired learners. Schools and officials from PEDs were trained in the use of videos and materials developed in respect of Orientation and Mobility to empower them to support learners, educators and non-educators to contribute to the containment of the spread of COVID-19.

In respect of the Conditional Grant on Learners with Severe to Profound Intellectual Disability (LSPID), the allocation was reprioritised to accommodate the demand for resources to contain the spread of COVID-19 in special care centres and selected special schools. Items procured include personal protective equipment, thermometers, consumables and ICT (for remote learning and therapeutic support).

Table 32. Sub-programme expenditure

Sub – Programme Name	2020/2021			2019/2020		
	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
Programme: Curriculum Policy, Support and Monitoring	4 144	2 941	1 203	3 480	3 405	75
Curriculum Implementation and Monitoring	360 184	324 362	35 822	375 868	361 182	14 686
Curriculum and Quality Enhancement	1 480 233	1 414 602	65 631	1 565 158	1 516 292	48 866
Total	1 844 561	1 741 905	102 656	1 944 506	1 880 879	63 627

Linking performance with budgets

Compared to the 2019/20 financial year, overall under-expenditure in 2020/21 increased by 6% (from 3.9% in 2019/20 to 9.9% in 2020/21). The underspending in both financial years can in the main be attributed to the Compensation of Employees (CoE) due to unfilled vacant posts. The year 2020/21 has seen an increasing number of vacancies, hence the increased underspending compared to 2019/20, and the Curriculum Implementation and Quality Improvement (GET) had more vacancies with subsequently limited capacity, which impacted significantly on performance by the Programme. The shift in focus and prioritisation of the Trimming and Reorganisation of the curriculum for Grades R-11 due to the COVID-19 pandemic also contributed immensely to performance as monitoring and support of most performance indicators had to be rescheduled, and performance targets reduced.

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; Curriculum and Professional Development Institute and Educator Performance Management and Development and Whole School Evaluation.

4.3.3. LIST OF INSTITUTIONAL OUTCOMES

- Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector.
- Outcome 3: Maintain and develop knowledge, monitoring and research functions to advance more evidence driven planning, instruction and delivery.
- Outcome 5: Conduct strategic interventions to assist and develop provincial education systems

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 2024: 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 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.

EDUCATION HUMAN RESOURCE MANAGEMENT

Education Human Resource Planning, Provisioning and Monitoring

Monitoring and support of the implementation of the Educator Post-Provisioning Norms: The monitoring of the implementation of post-provisioning policy involved two (2) key milestones. Firstly, all PEDs submitted their approved implementation plans for 2021. The DBE assessed the plans and used the plans to guide the monitoring of the implementation in each PED. Secondly, the DBE conducted nine (9) provincial monitoring meetings virtually during February and March 2021. A consolidated monitoring report on the outcomes of the monitoring sessions was compiled and approved.

Monitoring and reporting on the number of qualified educators aged 30 years and below: A preliminary Annual Report on the number of qualified educators aged 30 years and below entering the profession for the first time in 2020/21 has been compiled. A total of 9 338 (preliminary figure covering April 2020 to February 2021 only) young and qualified educators were appointed in posts in the PEDs of which 1 929 were permanent and 5 675 were temporary, and 1 734 were substitute/relief appointments. Of the above total, 722 were appointed in the fourth quarter comprising 24 permanent, 672 temporary and 26 substitutes/relief appointments.

Monitoring and supporting the placement of Funza Lushaka graduates in PEDs: Four (4) quarterly reports on the placement of Funza Lushaka graduates were compiled. In terms of the final 2020 placement cycle, 82% (3 613 of 4 414) of graduates eligible for placement in 2020 were placed at the end of December 2020. PEDs that recorded below-average placement are KZN (60%) and WC at 69%. Placement rates that are recorded at average are for EC (83%), MP (82%) and GP (88%). PEDs that recorded the highest placement rates were NC (97%), LP (96%), NW (95%) and FS (93%). For the 2021 placement cycle, 967 of 4 329 graduates were placed at the end of February 2021.

Monitoring and reporting on the percentage of schools that had all their allocated educator posts filled: Four (4) quarterly reports on the percentage of schools that had all their posts allocated filled were compiled. The percentage of schools that had all their posts filled at the end of each quarter averaged 57% (preliminary not including March 2021). Provinces with percentages above average were NC (83%), WC, (81%), GP (73%), FS (72%), NW (67%), and EC (67%). Provinces with percentages below average were LP (37%), MP (47%), and KZN (47%).

Facilitating the resolution of complaints received mainly from educators and members of the public: A total of 169 new cases were received and attended to during the financial year. The cases were mainly related to conditions of service of existing educators and payment of benefits of retired educators including pension and leave gratuity. All 169 cases were resolved and closed by the end of March 2021.

Registration of educators seeking employment on the National Recruitment Database (NRD): Approximately 20 000 new applications from unemployed educators were received during the financial year. This follows a release of an advert on 16 July 2020 inviting unemployed educators to apply to register on the recruitment database. Only 520 applications were captured. The data capturing system crashed in October and November 2020. The team had to restart the verification and capturing.

Under-achievements:

Registration of educators seeking employment in the National Recruitment Database (NRD): The capturing of applications of unemployed educators into the database was below the expected rate. This is due to the crashing of the capturing system. As a result, a large number of applications remain uncaptured.

Education Labour Relations and Conditions of Service

Promoting a climate of labour peace in the education sector through stakeholder relations, including dispute management: Departmental officials attended the Education Labour Relations Council's (ELRCs) Annual General Meeting (AGM) for the financial period ending 31 March 2020 to fulfil the mandate of the Council. The AGM sets the platform for the climate of labour peace for the year ahead.

No strategic planning session of the ELRC took place during 2020 because of the COVID-19 pandemic. However, a strategic planning meeting was held virtually during February 2021. The Medium-Term Strategic Framework (MTSF) of Government for 2019 to 2024 was taken into account in the development of the ELRC's Strategic Plan. For the period 2020-2021, no industrial action occurred within the education sector.

Amendment of the ELRC constitution: The Department participated in the ELRC Legal Sub-committee to amend Part C of the ELRC constitution. The amendments to the constitution were aligned to the Commission for Conciliation Mediation and Arbitration (CCMA) policy that allows candidate attorneys to appear in all tribunals, councils and courts other than the High Court and Regional Courts. Prior to the amendments, the rules prohibited these appearances.

Director-General Stakeholder Meetings with Unions: There was an attendance of two (2) virtual meetings convened by the Office of the Director-General (ODG) to update and share information with the leaders/representatives of teacher unions on the progress on the Grade 12 Examination.

Bargaining meetings: There were three (3) Bargaining and eight (8) Special Bargaining meetings held to deal with the matters of mutual interest between parties to the ELRC to improve the conditions of service in education.

The following were achieved:

- The conclusion of **Collective Agreement 1 of 2020:** Concession process to follow for employees with comorbidity (COVID-19);
- The adoption of a streamlined implementation of the Integrated Quality Management System (IQMS) (because of COVID-19) for School-Based Educators during the 2020 Evaluation Cycle; and
- The Conclusion of **Collective Agreement 2 of 2020:** Quality Management System for School-Based Educators. This included a phased approach of the system because of COVID-19.

Finance Committee (FINCO) Meetings: Two (2) Finance and two (2) special Finance meetings were held. The meetings dealt with the annual financial reports and the audit reports in preparation for the Annual Financial Report of the Council.

Executive Committee (EXCO) and Special Executive Committee Meetings: Four (4) EXCO and four (4) Special EXCO meetings were held. The EXCO, as part of its mandate to the Council, adopted several governance policies such as the Audit Charter and the Risk Prevention Policy. The Executive Committee also adopted the Annual Report and Audited Financial Statements as well as the External Audit Management Report for presentation and subsequent adoption by the Annual General meeting.

Post-Provisioning Workshop: The workshop aimed to resolve the important economic and social issues and encourage good governance in the critical time of the pandemic where social and economic stability is required. The focus of the workshop was also on resourcing and budgeting, as well as the allocation of the post basket from both the National Department and PEDs.

Prevention of Re-Employment of Former Educators Dismissed or Deemed Dismissed for Misconduct or Deemed Resigned: The Council adopted a policy document that sought to align the provisions of the Public Service Regulations with the Personnel Administrative Measures (PAM) in respect of the re-employment of former educators dismissed or deemed dismissed for misconduct or deemed resigned. The policy document has since been signed by the Minister of Basic Education for gazetting.

Circulars: Circulars 1 and 2 of 2021 (Manage the return of educators and support staff to schools for 2021 during the Pandemic, COVID-19) was consulted with the unions and concluded. It was sent out to the PEDs to provide direction during COVID-19 and the increase in the Alert Levels announced by the President.

Dispute Management: On Dispute Management, 93 queries on issues concerning labour related matters were received from the office of the Director-General. Of the 93, eight (8) were re-routed to other units; 63 were finalised and closed, and 15 were referred to the PEDs for their attention. Five (5) were forwarded to the relevant PEDs with a request to provide the DBE with more information to enable it to give an adequate and informed response to the complainants. Two (2) are still pending of which one (1) is a formal dispute. A letter was received from the Commission for Gender Equality giving their findings and recommendations on the reports of the DBE and a response was drafted and approved by the Director-General.

Secondment of Union Officials: All the notifications/applications for secondments of educators for 2020 received from the teacher unions in the ELRC were processed via the relevant PEDs

Challenges were encountered concerning labour relations training and development as the provincial visits could not be achieved due to the outbreak of COVID-19 and the countrywide lockdown. This challenge will be mitigated by conducting virtual meetings with PEDs to train practitioners on the newly signed Collective Agreements and other labour-related issues during the upcoming financial year.

Educator Performance Management and Development and Whole School Evaluation

Performance Management System for School-Based Educators

Monitoring and Support: The Integrated Quality Management System (IQMS) is informed by Collective Agreement Number 8 of 2003. As a performance management system, one of the purposes of IQMS is to promote accountability in schools through educator appraisal and support.

Due to the COVID-19 pandemic, onsite visits were replaced by remote monitoring and support on the implementation of the IQMS. All provinces, nine (9) districts and 52 schools were monitored as follows:

Table 33. IQMS implementation visits

Province	Education District	Number of schools
Eastern Cape	Nelson Mandela Metro	6
Free State	Motheo	5
Gauteng	Ekurhuleni	6
KwaZulu-Natal	Ugu	6
Limpopo	Sekhukhune South	6
Mpumalanga	Gert Sibande	6
North West	Dr Kenneth Kaunda	6
Northern Cape	Frances Baard	6
Western Cape	Metropole South	5
Total		52

Supporting documents submitted by each province, district office and school were scrutinised and feedback with recommendations was provided. The findings show that schools complied with the requirements of summative evaluations. All schools were adhering to the COVID-19 protocols while the majority were following a rotational timetable. Schools had revised their IQMS management plans and prioritised the safety of learners and teachers. Given the adjusted school environment, a streamlined implementation process for the 2020 educator appraisal cycle was adopted at the Education Labour Relations Council (ELRC) on 03 September 2020.

A monitoring status report on the IQMS for 2020/21 shows that although all provinces were complying with the appraisal process, their implementation levels varied due to the effects of the COVID-19 environment as well as the resources allocated by each PED for the performance management function.

Sector Reporting on IQMS: Provincial IQMS implementation reports for each quarter were consolidated into sector reports. The reports show that provincial coordinators undertook 2 468 school visits to monitor and support the streamlined implementation of the IQMS, as well as summative evaluations in EC, FS, GP, KZN, MP and NW. 5 224 educators were beneficiaries of training on IQMS implementation in GP, KZN, MP and NW. This figure includes the training of 615 newly appointed educators in GP on the appraisal process.

Quality Management System (QMS): The QMS is a performance management system for school-based educators. Training on the QMS could not proceed as planned from April 2020 due to the COVID-19 pandemic. In the interim, a few amendments on the QMS were addressed to ensure seamless reading and interpretation of the collective agreement. The amended agreement was subsequently adopted at the ELRC on 17 September 2020 as Collective Agreement Number 2 of 2020.

Digital resources were developed for the QMS School Training Toolkit, the Appraisal Instrument, and the Development of a Work Plan by Principals and Frequently Asked Questions (FAQs). These have been placed on the website for ease of access. Refresher training sessions on the QMS were undertaken with the National Training Team (NTT) on 09, 13 and 15 October 2020. The NTT comprising 193 provincial officials and teacher unions participated in the training conducted by the DBE. NTT members subsequently trained a total of 1 697 members of the Provincial Training Team (PTT) across the provinces.

Training of Principals on the QMS: All principals were trained on the QMS by their PTTs in GP, LP, NW and WC, while 96% have been trained collectively across all provinces. QMS implementation commenced from January 2021 for all principals who are now required to develop work plan agreements with their respective circuit managers. Although the due date for the completion of the principals' work plans was 28 February 2021, many were still finalising their agreements with their circuit managers. A letter has been sent requesting HODs to provide their final report on the training and implementation of QMS.

Survey: The DBE in collaboration with "TeacherConnect" conducted a QMS survey of principals via WhatsApp and an online link during March 2021. There were 1 182 principals that participated in the survey. The results showed that 88% of principals were trained on the QMS, 21% were trained via a virtual platform while 55% rated the training as excellent or good. A variance of 3% between the survey result and provincial reports is within acceptable limits.

Monitoring of Training: The DBE monitored 14 training sessions for the PTT and Principals in the EC, GP, MP, NW, and WC. Five (5) of these were on-site monitoring and nine (9) virtual training sessions were also monitored. The findings show that training resources were available to all participants while facilitators displayed an understanding of the concepts and used the training toolkit effectively.

Education Management System: Performance Management Development System (EMS: PMDS):

Monitoring and Support: Remote monitoring and support on the implementation of EMS: PMDS and job descriptions of office-based educators were undertaken across nine (9) provincial Head offices and district offices as follows:

Table 34. EMS: PMDS implementation visits

Province	Education District
Eastern Cape	Chris Hani West
Free State	Xhariep
Gauteng	Gauteng West
KwaZulu-Natal	Ugu
Limpopo	Waterberg
Mpumalanga	Gert Sibande
North West	Dr Ruth Segomotsi Mompati
Northern Cape	John Taole Gaetsewe
Western Cape	West Coast

A virtual meeting was conducted with EMS: PMDS provincial officials on 18 August 2020 to guide provinces on the revised monitoring tools and the supporting evidence required.

An EMS: PMDS monitoring status report was developed with findings as follows:

- While provinces complied with the performance assessments of office-based educators, there were delays in the finalisation of some individual Performance Agreements; and
- Work Plans were well structured and aligned to Key Result Areas with individual Performance Agreements.

Provinces were advised to strengthen the activities of their moderation committees.

Sector Reporting: Provincial EMS: PMDS implementation reports for each quarter were consolidated into EMS: PMDS sector reports. The reports show that provinces issued circulars to extend the submission dates for the signing of performance agreements of their office-based educators due to the COVID-19 pandemic. Provinces also issued letters to non-compliant office-based educators. There is a need to extend developmental programmes offered to office-based educators.

Skills Development: Monitoring and Support: Remote monitoring and support on the implementation of Skills Development processes were conducted across nine (9) provincial Head offices and district offices as follows:

Table 35. Skills Development implementation visits

Province	Education District
Eastern Cape	Amathole
Free State	Motheo
Gauteng	Gauteng West
KwaZulu-Natal	Amajuba
Limpopo	Vhembe East
Mpumalanga	Nkangala
North West	Dr Ruth Segomotsi Mompati
Northern Cape	Frances Baard
Western Cape	Metro North

The monitoring showed that provinces use different processes to determine the skills needs of educators. These range from reports emanating from the IQMS, EMS PMDS, sector priorities and surveys.

Sector Reporting: Provincial Skills Development implementation quarterly reports were consolidated into sector reports. The reports show that there has been a gradual shift towards virtual training sessions. There are 5 559 recipients of bursaries across provinces while 353 of these were new recipients for 2020. The skills budget has also been utilised for internships and learnership programmes for unemployed youth. The Work Skills Plan Reports from provinces for 2020/21 show that most provinces addressed the gap of access to quality Early Childhood Development (ECD) Learning by training ECD Practitioners. There was also a focus on skills for ICT, E-Learning and Three Stream Model subjects.

WHOLE SCHOOL EVALUATION

The National Policy on WSE (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. It also infers the need for all schools to look continually for ways of improving.

Provincial Engagements: One-on-one engagements were held from 22 July to 15 September 2020 with all nine (9) provinces to share the newly developed WSE resources. The resources mediated were the revised School Self Evaluation (SSE) instrument, the online SSE Guide and the onsite Reading and Mathematics assessments. In support of initiatives to improve reading, briefings were held with KZN and NC to pilot the onsite WSE reading assessments. Subsequently, KZN piloted in three (3) schools and NC in 12 schools. In addition, two (2) WSE special meetings were held on 25 August 2020 and 23 February 2021 respectively to allow PEDs to present their plans for the remaining 2020/21 period within a COVID-19 environment and discuss different models of evaluation for 2021 and beyond. A Microsoft Teams meeting was held with Western Cape to strengthen the SSE component in the province. The province streamlined the SSE content areas to avoid duplication.

Resource Development: The SSE and school improvement planning toolkit for the training of schools was finalised. The Online Articulate Platform was used to develop WSE resources. In this regard, the following is now available and can be accessed online:

- SSE Guide;
- School Improvement Plan (SIP) Guide; and
- WSE Onsite Reading Assessment Package.

The latest version of the SSE instrument has been placed on the DBE website for ease of access. The WSE resources for Systemic Evaluation were reviewed and finalised and handed over to the National Assessments Directorate.

Capacity Building: A total of five (5) online training sessions on SSE and SIP were conducted to enhance the knowledge and skills of participants on SSE and SIP as follows:

- North West district officials on 22 October 2020;
- WSE Chief Education Specialists from LP, MP and EC on 13 November 2020;
- Limpopo district officials on 27 and 30 November 2020; and
- NC WSE unit on 1 December 2020.

In support of advocacy of the WSE instruments to the sector, the latest SSE and SIP resources were shared with the District Coordination Directorate on 25 November 2020 and at the Education Management Governance and Development inter-provincial meeting on 24 November 2020.

Monitoring: Virtual monitoring of the SSE and SIP was undertaken in six (6) PEDs, namely NC, MP, FS, NW, KZN and LP. Individual school monitoring reports and consolidated provincial reports were compiled and provided as feedback to the respective PEDs. The monitoring found that SSE is undertaken by schools in the six (6) provinces; however, the quality of the SIPs remains a challenge. The online SIP guide, which illustrates actual examples, was provided as support to the institutions and provinces in this regard.

WSE Sector activities: WSE reports received from PEDs reveal that during the 2019-20 period a total of 243 schools were externally evaluated in six (6) provinces: EC, GP, KZN, MP, NW and WC. The external evaluations incorporated 1 934 lesson observations. LP, FS and NC focussed exclusively on advocacy and training of SSE and SIP implementation. NW has commenced with external evaluations after an absence of four (4) years. Although the WC has discontinued WSE in 2020/21, the SSE and SIP function remains operational. KZN still operates without a director to provide strategic direction for WSE.

Quarterly reports from PEDs show the focus in 2020/21 was on monitoring school functionality in a COVID-19 environment, resource development and alignment of tools to the COVID-19 regulations as well as monitoring school readiness and NSC exams.

Under-achievements:

Onsite training of PEDs on SSE and SIP could not be undertaken due to COVID-19 restrictions. An online training guide on SSE has been developed to do virtual training of PEDs.

The draft National Skills Development Guide document for the Basic Education Sector and updates to Guidelines for the Implementation of EMS: PMDS were not finalised due to capacity constraints. Vacant posts were subsequently advertised with a closing date of 26 March 2021.

EDUCATION HUMAN RESOURCE DEVELOPMENT

Initial Teacher Education

The Funza Lushaka bursary programme: The Funza Lushaka bursary allocation from the National Treasury for 2020/21 was R 1, 291, 606, 000 which translated into a target of 12,500 bursaries that could be awarded to students in 2020/21. The consolidated 2020 awards list shows that 13,085 Funza Lushaka bursaries were awarded for initial teacher education by 31 March 2021. This number is more than the target of 12,500 by 585. This is mainly attributed to tuition fees being less than what was projected resulting in more bursaries being awarded.

Further analysis of the bursaries awarded shows that in 2020 approximately 82% of Funza Lushaka bursary holders were 25 years or younger. More than 10,260 bursaries were awarded to Black African recipients. 8,641 or 66% of Funza Lushaka bursaries were awarded to female bursary recipients.

Due to the COVID-19 pandemic, the National Student Financial Aid Scheme (NSFAS) was unable to facilitate the signing of Funza Lushaka bursary agreements for the 2020 academic year as required by the Memorandum of Understanding. The DBE therefore facilitated the signing of Funza Lushaka bursary agreements for all approved Funza Lushaka bursary holders in the 2020 academic year.

To strengthen the implementation of the Funza Lushaka Policy the annual meeting of the Funza Lushaka bursary programme was held via Microsoft Teams and was attended by provincial officials, representatives from universities, the South African Council for Educators (SACE) and the NSFAS.

The final User Acceptance Tests (UAT) on the Funza Lushaka Information System (FLIMS) was conducted and a User Acceptance Certificate was submitted to the State Information Technology Agency (SITA). This concluded the three (3) year development process.

Teacher Recruitment: The COVID-19 pandemic and the subsequent lockdown impacted significantly on the rollout of the 2020/21 teacher recruitment campaign. In the absence of face-to-face advocacy opportunities, the Department worked with PEDs to explore virtual options. A leaflet advertising the important dates for 2021 and requirements for the Funza Lushaka Bursary Programme was developed and shared on departmental social media platforms. 1 367 Promissory letters were issued to school-going youth and out-of-school youth recruited through the district-and community-based teacher recruitment programme. Ultimately, 563 of these students were admitted to universities.

The DBE worked with the 24 Universities offering initial teacher education programmes during 2020/21 to compile information on all initial teacher education students. A summary of the information is displayed in the table below:

Table 36. Initial teacher education students

STUDY LEVEL	Foundation Phase	Intermediate Phase	Senior and FET	FET
1 st Year	10 130	9 576	18 529	4 971
2 nd Year	7 460	13 513	11 687	1 960
3 rd Year	2 906	17 327	13 679	2 129
4 th Year	2 008	6 855	7 734	3 624
Postgraduate Certificate in Education (PGCE)	24	976	10 336	1 591
Grand Total	22 528	48 247	61 965	14 275

Teacher Internship Programmes: A total of 80 interns participated in the DBE and the Independent Schools Association of Southern Africa (ISASA) Mathematics and English programme during 2020/21. 49 DBE-ISASA student interns graduated from UNISA at the end of 2020 and were eligible for placement in public schools in 2021.

The DBE's Save the Children South Africa Internship Programme in the Thabo Mofutsanyane District in the Free State aims to identify train and place Interns for the Foundation Phase and Intermediate Phase in Public Schools. To date, 23 Foundation Phase graduates from the UNISA cohort have already been employed in public schools. There are currently 37 students registered with the North-West University to do the Bachelor of Education (BEd) in Intermediate Phase teaching (focussing on Mathematics, Science and Technology). Of the 37 students, 84% passed all their third-year modules and are on track to graduate in 2021. All interns are placed at public schools in the Thabo Mofutsanyane District in the Free State.

The DBE/Mpumalanga Department of Education (MPDOE)/Global Teachers Institute (GTI) "Future Leaders" Internship Programme has supported 15 Teacher Interns during 2020/21. The 15 Teacher Interns are registered at UNISA to do the BEd in Intermediate Phase teaching. All interns are placed at public schools in the Ehlanzeni District in Mpumalanga.

A Memorandum of Understanding (MoU) with the Thuto Trust was signed by all parties during 2020/21. A launch meeting was held on 04 March 2021 to kick-start the activities of the internship programme that will be implemented in Gauteng.

The Director-General approved the participation of the Department in the Teacher Internship Collaboration South Africa (TICSA) steering committee. The TICSA Initiative aims to investigate and support scalable models of internship-based initial teacher education, with the end goal of establishing teacher internships within government frameworks as an efficient, effective and widely used alternative pathway to initial teacher education.

New Teacher Induction (NTI) Programme: The COVID-19 pandemic and the subsequent lockdown impacted significantly on the planned implementation of the Field Testing of the New Teacher Induction Programme in KwaZulu-Natal, North West and Free State during 2020/21. Benita Williams Evaluation was contracted by VVOB to evaluate the roll-out of the New Teacher Induction field test. A Baseline Report on the evaluation of the New Teacher Induction field test was developed. The report addressed the following key areas:

- The baseline findings from participants in the NTI field test;
- The implementation findings up till the end of February 2021;
- A review of the initial Theory of Change; and
- Lessons learnt and recommendations going forward.

Strengthening Initial Teacher Education Programmes: During the period under review, the Department participated in monthly Teacher Education Programme Evaluation Meetings held at the Department of Higher Education and Training (DHET) during 2020/21. A total of 71 programmes were evaluated during 2020/21.

Officials attended the project steering committee meetings of the Sesotho and IsiZulu Reading Project (SIRP). The SIRP is developing a self-sufficient programme for teaching reading to BEd students specialising in the Foundation Phase and/or Intermediate Phase.

The Primary Teacher Education Project (PrimTEd) is an initiative led by the DHET and supported by the European Union (EU). The Department has been participating in the activities of the PrimTEd. The PrimTEd has pursued its mandate through seven (7) working groups, three (3) in the field of Mathematics (Number Sense, Geometry and Measurement and Mathematical Thinking), one (1) in Language and Literacy (Consolidated Literacy working groups) and three (3) overarching working groups responsible for Assessment, Work Integrated Learning (Teaching Practice) and Knowledge Management. The seven (7) working groups produced their penultimate annual reports in May 2020.

The DBE further participated in the Provincial Teacher Education and Development Committee (PTEDC) meetings of the Eastern Cape, Free State, KwaZulu-Natal, Western Cape, Northern Cape, Limpopo and Mpumalanga. Presentations on the Funza Lushaka bursary programme and the implementation of Teaching Practice during COVID-19 were tabled.

Under-achievements:

Funza Lushaka orientation sessions for new bursary holders: Orientation sessions for new Funza Lushaka bursary holders could not take place due to the COVID-19 lockdown restrictions. The Department has explored virtual strategies for the orientation of new bursary holders.

Funza Lushaka briefing sessions for final year bursary holders: Briefing sessions for final year Funza Lushaka bursary holders could not take place due to the COVID-19 lockdown restrictions. The Department has explored virtual strategies for the orientation of new bursary holders.

Provincial teacher recruitment briefing sessions: Teacher recruitment briefing sessions and advocacy campaigns could not take place due to the COVID-19 lockdown restrictions. The Department has worked with PEDs to explore virtual options.

The Funza Lushaka bursary programme: The selection of new bursars was not possible in the 4th quarter due to delays in the completion of the 2020 Academic Year at Higher Education Institutions (HEIs) and the postponement of final examinations at some of the HEIs. However, the operational preparation that drives processes of selection meetings has been prepared to roll out in the 1st Quarter of 2021/22.

Continuing Professional Teacher Development (CPTD)

Upgrading of Grade R practitioners' qualification: The annual sector report was completed and approved. The report declares that there are 7 900 Grade R Practitioners (36%) who are appropriately qualified to teach in the Grade R class with at least NQF level 6 and above qualifications.

CPTD Management Systems: The SACE has continued to do well, especially when looking at the sign-up of educators for participation in the CPTD Management System. Participation on the three (3) types of professional development programmes i.e. teacher-led, school-led and programmes that are offered by other service providers such as Higher Education Institutions (HEIs` and NGO's). The good performance is shown through the following statistics:

- Sign-up of educators stands at 472 462;
- Teacher participation on CPTD programmes stands at 140 890; and
- Updating of educator qualifications stands at 13 595.

From the available data, it is important to note that more female teachers participate in Professional Development activities than male teachers. The work that has been covered during the 2020/2021 financial year will undoubtedly make a significant contribution to the Department's quest of improving access to the quality of basic education in the country. It also provides evidence and satisfaction that the education sector together with SACE, ensure that learners are only exposed to qualified and vetted teachers and their safety is as important as teaching, and learning.

Implementation of the English First Additional Language (EFAL) Strategy: From a slow start, which was influenced by the COVID-19 pandemic, the implementation of the English First Additional Language (EFAL) Strategy gained momentum, especially during the fourth quarter of the 2020/2021 financial year. Planning that was done during the third quarter of 2020/2021 led to successful delivery of an online Certificate Course in English Language Teaching (COELT), which saw 93 Subject Advisors being trained over a period of six (6) weeks. The graduation of the lead Subject Advisors was a confirmation of the full competency of participants and readiness to roll the training out in all nine (9) provinces. The training was delivered under the partnership agreement between the DBE and British Council (BC) that provided access to international training experts and funding for training materials. This virtual training that targeted English Language Subject Advisors and Master/Lead teachers started on 26 January 2021 and ended on 6 March 2021.

Several key language areas were explored and among others, these included areas around Inclusive and Collaborative Learning, Blended Learning, Feedback and Assessment Online. What is worth noting is that the participants were also taken through WhatsApp demonstration lessons and weekly video conferencing sessions. The material that was presented has undoubtedly provided all the participants with the necessary language teaching skills/tools that will be used to provide rich teaching and learning experiences to learners, even during the time of COVID-19.

What will need to be given attention by the DBE and PEDs is to ensure that mobile data is provided during training sessions. This matter has led to serious engagements between the DBE/BC and provincial participants who felt that mobile data needed to be shared for them to participate.

Provincial support in working with teachers to develop and establish Professional Learning Communities (PLCs): Professional Learning Communities are teacher-led/initiated professional development platforms which the Department, working with VVOB, which is an organisation, that has collaborated with the DBE, has supported their development and establishment in all nine (9) provinces. A large amount of work was covered during the 2020/2021 financial year that saw the following being done:

- Working with the NECT, the DBE has been able to develop a draft document on the use of PLC's which is titled **"PLCs: A solution for continuing teacher development and a mechanism in driving learning – post COVID-19"**. This document was aimed at providing ideas to Circuit Managers to work with teachers in ensuring that PLC's are utilised much more effectively during and after COVID-19;
- Development of various research reports on PLC's which advocated the use of various teacher-driven professional development initiatives that affirm teacher "voice" on professional development matters such as the use of lesson study and enhancing the use of PLCs through the use of technology initiatives during COVID-19; and
- The provision of refresher virtual and face-to-face training support to provinces to strengthen the functionality of PLCs across the schooling system. Provinces that received training during March 2021 included Eastern Cape, Gauteng, Mpumalanga, Northern Cape, and North West and KwaZulu-Natal. Western Cape, Limpopo and Free State provinces have chosen to conduct the training at a later date, which was communicated to the DBE.

The following could be regarded as success factors regarding this training:

- A large number of participants to the virtual training sessions;
- The refresher training focus on hands-on activities based on analysis of results, SBAs and other types of assessment and aligning it with key discussions that need to happen at a school level; and
- The use of virtual platforms to deliver the training to mitigate against the impact of COVID-19.

Provision of support to provinces to assist teachers in establishing Teachers' Associations for Languages: While work in this area experienced challenges that are linked to teachers meeting under the regulations that are linked to COVID-19, work had been done in ensuring that teachers are mobilised to begin utilising the newly established National Association for English Teachers of South Africa (NAETSA) and associated Provincial Associations for English Teachers (PAETSA's). The DBE and the British Council (BC), in ensuring that teachers who teach English in schools and are members of the Teacher Associations are supported, covered much ground.

As a way of supporting teachers who are members of the newly established Teacher Associations, the DBE developed several research materials that are meant to guide the strengthening of the functionality of the newly established Teacher Associations for English. These include the establishment of strong leadership structures, use of technology in enhancing the functionality of Teacher Associations, fund raising strategies for the Teacher Associations and how technology can be used by members, especially during the time of COVID-19.

What became the highlight for the 2020/2021 financial year is the first National Conference that members/teachers of the newly established Teacher Associations organised and held from 26 to 27 March 2021. Fruitful discussions touching on important areas such as making the most of social media and the internet to teach and learn English, how teachers can support each other's wellbeing through professional learning communities, teaching vulnerable students, how SACE supports teachers, empowering teachers to do small-scale research, and teaching with technology, were covered. Planning for 2021/2022 and 2022/2023 was covered and PAETSA's made valuable contributions on how they could share resources and strategies amongst provinces.

Teacher Appreciation and Support Programme (TASP)/ National Teaching Awards: During the October Teachers' Month (OTM), the Department held TASP initiatives and hosted the following seminars and workshops:

- The Minister of Basic Education launched the OTM programme on 01 October 2020, hosted a World Teachers' Day seminar on 05 October 2020 and the closing seminar on 30 October 2020;
- DBE social partners conducted different activities which included the following seminars:
 - o Via Afrika on 07 October 2020 in a seminar entitled "Useful mindset";
 - o Financial Sector Conduct Authority (FCSA) on Friday 09 October 2020 entitled "Budgeting and Debt Management";
 - o Via Afrika on 14 October 2020 in a seminar entitled "Teaching when learners are not in class";
 - o British Council on 15 October 2020 entitled "Learn English through Audio Project";
 - o FCSA on 16 October 2020 seminar entitled "Investment and Savings" and another seminar on 23 October 2020 entitled "Identifying and Avoiding Financial Scams";
 - o School Net on 27 October 2020 on "digital teaching and learning";
 - o Sasol Foundation on 27 October 2020 on Science, Technology and Mathematics;
 - o Varkey Foundation GTP finalist on 28 October 2020 reflection on her journey; and
 - o Clinical Psychologist provides strategies to teachers on how to deal with their own wellness especially during the period of COVID-19

Implementation of the International Awards: A call to provinces to encourage teachers to participate in the Global Teacher Awards, Common Wealth, and African Union (AU) was forwarded to all nine (9) provinces for submission. The nominees were coached and their profiles were submitted to the Commonwealth Awards/AU Teacher Prize.

Under-achievements:

Teacher Union Collaboration Project: There has been no training conducted partly because there was no funding allocated but mainly due to regulations regarding the prevention of the spread of COVID-19.

Teacher Appreciation and Support Programme (TASP)/ National Teaching Awards: Due to the outbreak of the COVID-19 epidemic the NTA was put on hold and the team was able to host a national Review meeting where the 2019/2020 reports were tabled and planning for 2020/2021 was done. Delay in submission of inputs for the Nomination Guide from the provinces.

Implementation of the International Awards: There was not enough time to train participants due to the lateness of the communication.

Provincial Monitoring and reporting on the implementation of Teacher Development programmes/activities: The NSLA reporting template is currently being revised for purposes of strengthening reporting in the education sector. Once the strengthening process is finalised, reports will start to be submitted to the DBE by provinces.

CURRICULUM AND PROFESSIONAL DEVELOPMENT INSTITUTE

Implementation of the remote learning strategy: The National Institute for Curriculum and Professional Development (NICPD) has been working in collaboration with the NECT to develop a remote learning strategy. The strategy is funded by the ETDP SETA. The purpose of the strategy is to ensure that teachers and learners can access teaching and learning content even when schools are closed. The strategy involves, amongst others, the following:

- Development of new content as well as procurement of already existing content from private providers;
- Delivery of content through Television i.e. SABC, DBE Channel (OVHD Channel 122), Mindset Channel;
- Delivery of content through Radio i.e. SABC and Community Radio Stations;
- Delivery of content through various online platforms;
- Learner access to print materials;
- Comprehensive communication strategy through the use of social media and other platforms; and
- Conducting teacher and learner surveys as part of the monitoring and evaluation strategy.

The following additional content is also being developed:

- Foundation Phase: (Grade 1-4)
 - o Mathematics
 - o Life Skills
- FET Phase: (Grade 10-12)
 - o Mathematics
 - o Physical Science
 - o Life Sciences
 - o Accounting

The remote learning strategy will be implemented from 1 April 2021. Broadcasts on all platforms will commence on 1 April 2021, whereas broadcast on SABC platforms will commence on 01 May 2021.

Development of an online Teacher Development Platform: The NICPD has further received funding from the ETDP SETA to develop an online Teacher Development Platform. The platform is aimed at enabling all teachers and service providers to conduct self-assessment, as well as to have access to both micro-learning programmes as well as short courses. The platform will also enable the SACE to endorse programmes. Teachers will be able to report their professional development points through the platform. The platform is expected to bring about coordination in the delivery of Teacher Development platforms. Specifications for the platforms have been developed, and consultative processes on the specifications have been undertaken.

Digital Skills for Teachers: The NICPD is working in collaboration with UNICEF to develop a short programme on digital skills for teachers. The development of the programme will be part of the implementation of the Professional Development Framework for digital learning. The short programme is expected to give teachers some competencies that are outlined in the framework and set them on the path towards digital competence. The programme is expected to cover approximately 4 000 Foundation Phase teachers as a start. The programme is expected to be rolled out from June 2021.

Teacher Development Implementation (TDI)

Coordinate the Grade 8 and 9 Support for Mathematics and Natural Science: The DBE, in partnership with the NECT and Zenex Foundation, commissioned a study to profile the GET Subject Advisors, in order to better understand their roles and responsibilities, their access to resources and support, and their professional development needs and experiences. The study, conducted by Centre for the Advancement of Science and Mathematics Education (CASME), focussed on Mathematics and English nationally in 75 districts for the overall quantitative picture but narrowed qualitatively on six (6) districts in three provinces, namely KwaZulu-Natal, Free State and the Western Cape.

Among the key findings of the study is the uneven implementation of the subject advisor provisioning model resulting in some provinces being more severely affected than others; as well as the huge need for advisors to be capacitated with requisite ICT skills for supporting teachers. The final report was submitted and presented to the DBE in February 2021 and will be presented to key sector structures such as Teacher Development and Curriculum Management (TDCM), Council of Education Ministers (CEM), etc.

Virtual training of Mathematics and Natural Science GET Subject Advisors: In view of the COVID-19 pandemic, which forbade face-to-face workshops, the Department planned and implemented a programme to capacitate all Grade 8 and 9 Mathematics and Natural Sciences Subject Advisors on virtual modes to teacher development and support. The GET Technology Subject Advisors were also roped in the programme that took place in November 2020 and was conducted by Via Africa. The training focussed on how to capacitate and support teachers using virtual platforms. 507 Advisors from all provinces participated: Mathematics (212), Natural Science (164) and Technology (131). The DBE provided data to the participants to allow them to work online.

Table 37. Subject Advisors trained

Province	Mathematics	Natural Science	Technology	Total
Eastern Cape	23	17	20	60
Free State	15	14	9	38
Gauteng	35	15	16	66
KwaZulu-Natal	27	21	18	66
Limpopo	24	22	13	59
Mpumalanga	19	20	10	49
Northern Cape	7	7	26	40
North West	12	10	10	32
Western Cape	14	20	8	42
*OTHER	36	18	1	55
Total	212	164	131	507

***Other: Did not specify the PED in the register**

Support for Accounting and Economics Subject Teachers in 12 Districts: Both empirical and anecdotal evidence have shown that the number of schools and learners offering Accounting and Economics at the National Senior Certificate (NSC) level has been on the decline. In addition, the ratio of male to female learners writing the NSC examinations (Economics) is skewed around 32% of the learners being male. Due to such factors, the Teacher Development Implementation (TDI) has planned and implemented a support programme for these two subjects. In 2020/21 the TDI conducted a three-day training programme focused on building the content and pedagogy capacity of the educators teaching these subjects through a SACE-endorsed programme. Due to the COVID-19 pandemic, training workshops were conducted through a virtual platform (Microsoft Teams). The training took place from 09 to 11 March 2021, where 459 Accounting teachers and 402 Economics teachers participated in the training:

Table 38. Participation Statistics of Accounting Teachers

PROVINCE	9/3/2021	10/3/2021	11/3/2021
Eastern Cape	50	45	35
Free State	24	15	24
Gauteng	37	18	9
KwaZulu - Natal	69	28	71
Limpopo	23	51	54
Mpumalanga	32	24	21
North West	22	45	32
Northern Cape	43	40	41
Western Cape	27	29	25
Total	327	295	312
Highest number of attendance in Accounting= 327			

Table 39. Participation Statistics of Economics Teachers

PROVINCE	9/3/2021	10/3/2021	11/3/2021
Eastern Cape	48	40	17
Free State	12	23	9
Gauteng	18	13	3
KwaZulu-Natal	71	50	30
Limpopo	63	46	41
Mpumalanga	49	33	24
North West	35	20	20
Northern Cape	49	44	32
Western Cape	57	53	34
Total	402	322	210
Highest number of attendance in Economics= 402			

The topics covered for Accounting were: Income Statements and Tangible (fixed) Assets; Balance Sheet and Cash Flow; Analysis and Interpretation of Financial Statements; while those covered for Economics, were National Accounts, Market Structures, Market Failures, Growth and Development, as well as Environmental Deterioration and Sustainability.

A total of 1 200 copies of both Accounting and Economics training manuals were printed and distributed to the identified districts. Electronic versions of training manuals were also forwarded to provinces. The training workshops were conducted by a team of competent Accounting and Economics Subject Advisors and coordinators. All participants received three (3) gigabytes of data according to their networks to participate in the workshop.

Support for Foundation Phase Mathematics and Literacy: The Mpumalanga (MP) Foundation Phase project for 555 schools in the Nkangala and Ehlanzeni districts for the improvement of numeracy and literacy had the following progress:

- Printing ToRs were presented to the BAC and were approved for advertisement;
- Specifications for the procurement for the Tablets and data projectors were finalised; and
- The support materials were quality assured by the Subject Advisors through a workshop in January 2021.

ICT Integration into Curriculum Delivery: The effective utilisation and integration of ICTs into curriculum delivery is very crucial. The COVID-19 pandemic gave the education sector the necessary impetus with the implementation of this important enabler. To this end, the TDI provided the following development in 2020/21:

- In collaboration with MacMillan Publishers in June 2020, the DBE trained 126 Subject Advisors and teachers from four (4) provinces, namely Eastern Cape, KwaZulu-Natal, Limpopo and North West on the use of online teaching through the Go To webinars.
- 376 Grade 8 and 9 Mathematics and Natural Science Subject Advisors from all provinces were trained on the Moodle platform. The training was conducted by the ICT section of the DBE for three (3) days in November 2020;
- Preparation for Coding and Robotics orientation for the National Training Team (NTT) members has been done through the Moodle platform. The orientation workshop for 205 National Training Team on Coding and Robotics took place on 17 - 25 March 2021 for all the provinces; and
- Accounting and Economics teachers training took place from 09 to 11 March 2021 through the Microsoft Teams platform.

The ICT integration as well as the use of virtual and online platforms for training are fraught with practical and technical difficulties, ranging from availability of connectivity, provision of data and varied participant ICT skills, to name but a few. While ICT integration is central to the fourth industrial revolution, necessary policy adjustment, provision of gadgets and data, as well as participant technical preparation and support needs to be given high priority.

Under-achievements:

The planned capacity building programmes for Grade 8 and 9 Mathematics Subject Advisors from Eastern Cape, KwaZulu-Natal and Limpopo, that was to be implanted through the South African Mathematics Foundation (SAMF); as well as the support programme for the Foundation Phase Advisors from Northern Cape and Free State that was to be implemented through the Wits School of Education could not take place, as the ETDP SETA funding was redirected to the PSRIP project. The latter was mid-stream when it experienced financial problems.

Curriculum Research

Teacher needs identification: Mobilisation of teachers to take up the assessments and the strengthening of reporting mechanisms by PEDs through the Moodle online platform were communicated with PEDs. Teacher needs are identified through content teacher assessments in Mathematics and Physical Sciences through the Siyavula platform. The table below presents the summary of assessed teachers in Mathematics and Physical Sciences in Quarter 1 to Quarter 4:

Table 40. Teachers assessed in Mathematics

Province	Q1 - Apr - Jun	Q2 - Jul - Sep	Q3 - Oct - Dec	Q4 - Jan - Mar	TOTAL
Eastern Cape	167	17	39	6	229
Free State	98	4	6	3	111
Gauteng	509	48	21	24	602
KwaZulu-Natal	157	37	14	19	227
Limpopo	165	5	8	3	181
Mpumalanga	113	32	7	2	154
North West	76	2	1	2	81
Northern Cape	20	3	1	4	28
Western Cape	85	8	7	7	107

Province	Q1 - Apr - Jun	Q2 - Jul - Sep	Q3 - Oct - Dec	Q4 - Jan - Mar	TOTAL
No Province (Teachers not accounted for or did not indicate PEDs when taking the assessments)	74	41	18	10	143
Total	1 464	197	122	80	1 863

Table 41. Teachers assessed in Physical Sciences

Province	Q1 - Apr - Jun	Q2 - Jul - Sep	Q3 - Oct - Dec	Q4 - Jan - Mar	Total
Eastern Cape	23	5	3	1	32
Free State	25	3	3	0	31
Gauteng	76	7	2	5	90
KwaZulu-Natal	39	5	0	2	46
Limpopo	39	1	2	0	42
Mpumalanga	27	7	1	0	35
North West	16	1	0	0	17
Northern Cape	1	0	0	1	2
Western Cape	7	1	4	2	14
No Province (Teachers not accounted for or did not indicate PEDs when taking the assessments)	10	6	2	0	18
Total	263	36	17	11	327

The Department determines the teacher needs in the curriculum through these diagnostic assessments which are administered through online platforms or paper-based methods by means of Pre and Post tests. These assessments are analysed to determine teacher content gaps in different topics of the subjects. Based on the identified content, development programmes are designed to address those identified gaps. In November 2020, Mathematics revision webinars were conducted to Grade 12 teachers from EC, GP and MP to address some of the identified gaps.

Monitor the functionality of Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs) and the utilisation of ICT platforms such as Moodle and others: The Department received a total of nine (9) PED reports and 36 monitoring tools from all PEDs.

The DBE monitored the functionality of PTDIs and DTDCs in all provinces as per the APP, 36 centres including institutes were monitored quarterly. Following the monitoring, PEDs were expected to present a narrative report of the monitoring quarterly. All PEDs submitted the narrative monitoring reports as well as monitoring tools of PTDIs and DTDCs. The functionality of PTDIs and DTDCs monitoring report has been compiled.

Development of teachers and district officials on digital skills: In Quarter 1, planning for the rollout of Digital Skills through the University of Johannesburg was completed. This programme was to be funded by the ETDP SETA. Unfortunately, in Quarter 2, the funding was redirected to other priorities.

Teachers have been developed through Teachers Centres on their initiatives in digital skills including the utilisation of the new interactive smart boards for video conferencing. Lusikisiki DTDC completed orientation of teachers on Data Driven Districts (DDD). Northern Cape Provincial Institute conducted Coding and Robotics teacher training.

In Free State, a number of teachers and District Officials were trained on digital skills and the utilisation of different online platforms as indicated on the following table:

Table 42. District Officials trained on digital skills

	ICT skills course	Number trained
1	District Management Teams Online Platform using Teams	08
2	Platform Training using Teams/Zoom (FET Start-up Workshop)	25
3	Elits Training using Teams/Zoom	09
4	Interview: Presentation using Microsoft Office	05
5	DBE e-Cadres Training on eReadiness	85

In Bojanala District Teacher Development Centre, North West Province, 129 teachers have been trained on the utilisation of the Moodle online platform as a tool for teaching and reporting as well as sharing resources with learners. Furthermore, 910 learners have been assisted by Tlhabane DTDC to enrol on the Vodacom e-school. Giyani DTDC also enrolled 45 teachers and 374 learners into the Vodacom e-school. In KZN, 34 ECD practitioners have been trained on the utilisation of digital skills in their classrooms.

Despite the delivery of the digital skills' programme by Teacher Centres, CISCO enrolled over 2 000 Foundation Phase teachers on their accredited programmes. 400 of the 2 000 teachers are actively participating and thus far ten (10) have been certified, and 390 remain active and working towards the attainment of the qualifications. DBE and CISCO are working towards the formalisation of a Memorandum of Understanding.

The implementation plan for the development of a programme for digital skills of teachers in line with the Teacher Development Framework for digital learning was developed and Foundation Phase Teachers will be trained from 2021 to 2023 through DBE and UNICEF collaboration.

Content Library: Guidelines for teachers on the utilisation of Television and other online platforms have been developed termed "Guidelines to successful teaching and learning from home". Furthermore, the Guidelines for timetabling with a special focus on the three (3) models of timetables have been completed and disseminated to all schools.

Delivery Platform: The framework for Phase Two development of the online TD Platform has been developed and presented to the TDCM. The structure of the platform has been designed. The purpose of the platform is to achieve the following:

- Bring about coordination in the delivery of teacher development programmes;
- Enable migration from manual to online platforms in the delivery of programmes;
- Ensure easy and equal access to opportunities for professional development;
- Provide access to opportunities for self-reflection and self-development;
- Provide easy access for reporting and recognition through professional development points credits; and
- Profiling and maintaining a database of all beneficiaries of training programmes.

Participation by teachers on the platform will enable them to demonstrate their digital competencies, and further follow their development path in line with the framework for digital learning.

Develop Monitoring, Evaluation and Reporting: Tools for monitoring functionality of Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs) were developed and communicated to PEDs. Monitoring tool for PTDIs and DTDCs' functionality has been uploaded on the Moodle platform. Centre Managers were trained on the monitoring and reporting tools through the online Moodle platform as shown in the table below:

Table 43. Centre Managers trained

PROVINCE	DATES	PARTICIPANTS
Western Cape	22 July 2020	8
KZN	20 July 2020	12
KZN	6 August 2020	23
KZN	13 August 2020	20
North West	6 August 2020	11
North West	13 August 2020	12
North West	20 August 2020	7
Gauteng	3 September 2020	26
Northern Cape	25 September 2020	5
Total		124

PEDs use online as well as paper-based methods to report monitoring.

Strengthen the Provincial Teacher Development Institutes and District Teacher Development Centres: Ten (10) centres received water tanks from Vodacom and 12 received new furniture. All Vodacom supported centres' connectivity was reactivated after it lapsed before COVID-19. Virtual platforms and Video Conferencing facilities were used to train teachers. Maintenance of 89 Vodacom supported Teacher Centres was completed. 92 Teacher Centres received Interactive Smart Boards. The replacement of air conditioners to 60 Teacher Centres was completed. Vodacom completed the safety audit of 90 Teacher Centres.

Research and Development: The Minister approved the participation of SA in the 2024 Teaching and Learning International Survey (TALIS), with a specific focus on Teacher Knowledge Survey assessment module and the International Standard Classification of Education (ISCED) 2: Core Survey. The Teacher Well-being survey data was collected from 2 300 teachers. The roll-out implementation plan as well as the orientation manual for orientation of Education Assistants were completed. The findings of the Teacher Well-being survey were summarised but still has to be circulated to the system after refinement. 1 100 District Directors and Circuit Managers were orientated on the induction of the Youth for the Education Employment Initiative (EEI). Just over 7 000 principals were also inducted on the EEI. Monitoring of the implementation of the EEI was done in the Bohlabela District. Manuals for the induction of 300 000 youth employed by the DBE were circulated to all PEDs, Districts, Circuits and schools. The Department worked with UNESCO on a global survey of teachers' readiness to integrate Education for Sustainable Development (ESD) Global Citizenship Education (GCED) into their teaching. The DBE is collaborating with PEDs and Teacher Unions to collect data from teachers.

Development of impact assessment tool for Monitoring and Evaluation and Reporting: Terms of Reference for the development of the impact assessment tool for CPTD programmes were developed. The procurement processes of the DBE could not approve the proposals of the bidders for the development of the impact assessment tool due to non-compliance, hence the process was cancelled. The Department is currently collaborating with VVOB to appoint the Service Provider to develop an impact assessment tool. Terms of Reference were finalised, the bid was advertised for Service Providers to tender proposals. The evaluation was done and the Centre for International Teacher Education (CITE) from Cape Peninsula University of Technology (CPUT) has been awarded the tender. CITE is expected to conclude and submit a final impact assessment tool by February 2022.

Table 44. Programme 3: Report against the originally tabled Annual Performance Plan until date of re-tabling

Programme 3: Teachers, Education Human Resources and Institutional Development									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	*Actual Achievement 2020/2021 until date of re-tabling	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector	Ensure that governance systems evolve to deal with and support emerging priorities, in particular, those relating to teacher placement and accountability of schools	3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness.	1 793 of 1 846 schools (97.1%) met the minimum criteria in terms of effectiveness.	97.05% (1 941 / 2 000)	90% of 2 000 sampled schools Annually	Technical Indicator Description (TID) lists distributed to provinces	Milestone recorded	Not applicable	3.1.1 2020/21: 90% of 1 000 sampled schools 2021/22: 90% of 1 000 sampled schools 2022/23: 95% of 1 000 sampled schools 3.1.1 The Annual and Q4 targets should read: 90% of 1 000 sampled schools
		3.1.2 Percentage of schools producing the minimum set of management documents at a required standard	1 674 of 1 917 (87.3%) schools produced the minimum set of management documents.	98.3% (1 966 / 2 000)	100% of 2 000 sampled schools Annually	Teacher Development monitoring tool developed	Milestone recorded	Not applicable	3.1.2 2020/21: 100% of 1 000 sampled schools 2021/22: 100% of 1 000 sampled schools 2022/23: 100% of 1 000 sampled schools 3.1.2 The Annual and Q4 targets should read: 100% of 1 000 sampled schools

Programme 3: Teachers, Education Human Resources and Institutional Development									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	*Actual Achievement 2020/2021 until date of re-tabling	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 3: Maintain and develop knowledge, monitoring and research functions to advance more evidence driven planning, instruction and delivery	Ensure that national decisions relating to educator conditions of service, and innovations in areas such as teacher training, development and assessments, are informed by sound evidence	3.2.5 Number of subjects where Teacher Development Programmes have been conducted at district level and reported by provinces in the National Strategy on Learner Attainment (NSLA)	-	-	4 Annually	Teacher Development monitoring tool developed	Milestone recorded	Not applicable	3.2.5 delete indicator

Programme 3: Teachers, Education Human Resources and Institutional Development									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	*Actual Achievement 2020/2021 until date of re-tabling	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 5: Conduct strategic interventions to assist and develop provincial education systems	Strategic use and monitoring of provinces to advance national priorities, as well as additional interventions in all or specific provinces to advance the attainment of sector-wide goals	3.3.1 Number of PEDs monitored on the Quality Management System (QMS)	6 PEDs monitored	7	9 Quarterly	0	-3	Due to COVID-19 pandemic onsite monitoring was suspended.	3.3.1 The 2018/19 Audited Performance should read: 6 PEDs monitored 3.3.1 Indicator title should read: Number of PEDs monitored on the Integrated Quality Management System (IQMS). 3.3.1 Indicator title should read: Number of PEDs monitored on the Integrated Quality Management System (IQMS). 3.3.1 Reporting cycle should read: Annually 3.3.1 Remove Q1-Q3 targets, Q4 should read: 9

*Actual achievement must be reported in relation to the performance information reflected in the originally tabled Annual Performance Plan until date of re-tabling (In the instance where a department has re-tabled an Annual Performance Plan in the financial year under review).

Table 45. Programme 3: Report against the re-tabled Annual Performance Plan

Programme 3: Teachers, Education Human Resources and Institutional Development								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector	Ensure that governance systems evolve to deal with and support emerging priorities, in particular, those relating to teacher placement and accountability of schools	3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness	1 793 of 1 846 schools (97.1%) met the minimum criteria in terms of effectiveness	97.05% (1 941/ 2 000)	90% of 1 000 sampled schools Annually	96% 960/1 000	+6%	The deviation is attributed from the experience of governors after 3 years in office.
		3.1.2 Percentage of schools producing the minimum set of management documents at a required standard	1 674 of 1 917 (87.3%) produced the minimum set of management documents	98.3% (1 966/ 2 000)	100% of 1 000 sampled schools Annually	100% 1000/1000	No deviation	Not applicable
		3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education	13 070	12 954	12 500 Annually	13 085	585	The deviation is attributed to tuition fees being less than what was projected resulting in more bursaries being awarded

Programme 3: Teachers, Education Human Resources and Institutional Development								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
		3.1.4 Number of quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six months, upon confirmation that the bursar has completed studies	-	-	4 Quarterly	Q1: 1 Q2: 1 Q3: 1 Q4: 1 Total: 4	No deviation	Not applicable
		3.1.5 Number of quarterly monitoring reports indicating the number and percentage of schools where allocated teaching posts are all filled	-	-	4 Quarterly	Q1: 1 Q2: 1 Q3: 1 Q4: 1 Total: 4	No deviation	Not applicable
		3.1.6 An Annual Sector Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers	-	-	Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers Annually	Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers	No deviation	Not applicable

Programme 3: Teachers, Education Human Resources and Institutional Development								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
Outcome 3: Maintain and develop knowledge, monitoring and research functions to advance more evidence driven planning, instruction and delivery	Ensure that national decisions relating to educator conditions of service, and innovations in areas such as teacher training, development and assessments, are informed by sound evidence	3.2.1 A National Report is produced on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	-	-	Approved National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres Annually	Approved National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	No deviation	Not applicable
		3.2.2 A National Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	-	-	Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting Annually	Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	No deviation	Not applicable
		3.2.3 Number of PEDs that had their post-provisioning processes assessed for compliance with the post-provisioning norms and standards	All nine PEDs monitored	9	9 Annually	9	No deviation	Not applicable

Programme 3: Teachers, Education Human Resources and Institutional Development								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
		3.2.4 An Annual Sector Report is produced on the number of Grade R practitioners with at least an NQF level 6 and above qualification	-	-	Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 and above qualification Annually	Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 and above qualification	No deviation	Not applicable
Outcome 5: Conduct strategic interventions to assist and develop provincial education systems	Strategic use and monitoring of provinces to advance national priorities, as well as additional interventions in all or specific provinces to advance the attainment of sector-wide goals	3.3.1 Number of PEDs monitored on the Integrated Quality Management System (IQMS)	6 PEDs monitored	7	9 Annually	9	No deviation	Not applicable
		3.3.2 Number of PEDs monitored on the implementation of the Education Management Service: Performance Management and Development System (EMS: PMDS)	6 PEDs monitored.	7	9 Annually	9	No deviation	Not applicable

**Actual achievement must be reported in relation to the performance information reflected in the originally tabled Annual Performance Plan (In the instance where a department did not re-table the Annual Performance Plan in the financial year under review) OR in relation to the performance information reflected in the re-tabled Annual Performance Plan.

Strategy to overcome areas of under performance

The Department did not record any under performance in the programme for the reporting period.

Reporting on the Institutional Response to the COVID-19 Pandemic

Table 46. Progress on Institutional Response to the COVID-19 Pandemic

Budget Programme	Intervention	Geographic location (Province/ District/ local municipality) (Where Possible)	No. of beneficiaries (Where Possible)	Disaggregation of Beneficiaries (Where Possible)	Total budget allocation per intervention (R'000)	Budget spent per intervention	Contribution to the Outputs in the APP (where applicable)	Immediate outcomes
Programme 3	Trained Subject Advisors on the online teaching, through the GoTo webinars Training	4 Provinces: EC, KZN, LP and NW	126 Subject Advisors	N/A	Sponsored	Sponsored	Yes	Subjects Advisors empowered with virtual training skills
Programme 3	Trained GET MST Subject Advisors on virtual platforms	All PEDs	Mathematics = 212 Nat Scie = 164 Techno = 131 Total = 507	Yes, according to PEDs	500	372	Yes	MST Subjects advisors empowered with virtual training skills
Programme 3	Support for FET Accounting and Economics Teachers	All PEDs (12 districts)	Accounting = 327; Economics = 402 Total= 729	Yes, according to PEDs	500	436	yes	FET Teachers empowered
Programme 3	Developed orientation guidelines for Learners, Teachers, Parents and Support Staff	All PEDs	All nine Provinces	N/A	Sponsored	Sponsored	No	School communities were orientated on the safe return to schools
Programme 3	Developed pamphlets, posters and videos to support the guidelines	All PEDs	All nine Provinces	N/A	Sponsored	Sponsored	No	School communities were orientated on the safe return to schools

Budget Programme	Intervention	Geographic location (Province/ District/ local municipality) (Where Possible)	No. of beneficiaries (Where Possible)	Disaggregation of Beneficiaries (Where Possible)	Total budget allocation per intervention (R'000)	Budget spent per intervention	Contribution to the Outputs in the APP (where applicable)	Immediate outcomes
Programme 3	Developed guidelines for teachers for working from home	All PEDs	All nine Provinces	N/A	Sponsored	Sponsored	No	Information was shared with Teachers on how to organise their homes for work, as well as how to access various platforms
Programme 3	Developed guidelines on Psychosocial support for Teachers and Learners	All PEDs	All nine Provinces	N/A	Sponsored	Sponsored	No	Information was shared on how to deal with trauma and stigma for people affected and infected by COVID-19
Programme 3	Managed WOZA MATRICS and Tswelopele Learner Support Programmes on Television, Radio and other online platforms	SABC TV and SABC Radio, MINDSET TV, DBE TV (OVHD 122); and Community Radio Stations	N/A	N/A	Sponsored	Sponsored	Yes	Learners were able to consume education content on Television, Radio and online platforms when schools were closed and when they were at home
Programme 3	Presidential Youth Employment Initiative - BEEI	All nine PEDs	320 000 youth 31 114 jobs saved All schools All learners All educators	320 000 youth employed 31 114 posts saved (teaching and non-teaching posts)	R7 billion (R1.2 mil to DBE and R6 988 billion to PEDs as equitable share	80% spent (PEDs are still journalising close 2020/21 financial year Remaining budget was approved for extending contract of assistants for 1 month (April)	Not linked to APP indicator	Reduction of youth unemployment Poverty alleviation Meaningful work experience Jobs are saved

The Department developed guidelines to ensure that teaching and learning are sustained to continue promoting quality teaching and institutional performance through the effective supply, development and utilisation of human resources in the Sector. The pivotal role of teaching and learning remained important during the COVID-19 operating environment. The guidelines included the following:

Orientation guidelines for Teachers, Learners, Support Staff and Parents: The purpose was to prepare teachers, learners and parents for a safe return to schools. Pamphlets, posters and videos were also developed to support the implementation of the guidelines.

Guidelines for Teachers on working from home: The purpose was to guide the teachers on how to re-arrange their homes and create working spaces. Furthermore, the guidelines were aimed at assisting teachers to identify different online platforms that carry educational resources and how to access them as well as the application of these platforms for teaching and learning.

Guidelines on Psychosocial Support for Teachers and learners: The purpose was to assist schools to deal with instances of stigmatisation for people affected and infected by COVID-19. The guidelines were also meant to identify people with symptoms of stress, depression and anxiety.

WOZA MATRICS and Tswelopele learner support programmes: The WOZA MATRICS and Tswelopele learner support programmes were designed to use Television, Radio and other online platforms to deliver education content. The WOZA MATRICS programme focused exclusively on Grade 12, whereas the Tswelopele programme focused on Grades R to 11.

Guidelines for school time table: The guidelines explored the different models that schools could follow when they reopen and ensure that all schools adhere to the social distancing regulations. The document explored the different models of timetables that schools can follow post the lockdown to minimise the risks of learners and the personnel in schools contracting and spreading the virus.

Trained Subject Advisors on the online teaching, through the GoTo webinars: The programme targeting GET Subject Advisors to capacitate the MST Subject Advisors in preparation for the teacher support programmes planned for the next two (2) years. Subject Advisors were empowered to know how to effectively utilise virtual platforms in educator development and support.

Linking performance with budgets

Table 47. Sub-programme expenditure

Sub – Programme Name	2020/2021			2019/2020		
	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
Programme Management: Teachers, Human Resources Management and Institutional Development	1 959	1 515	444	2 201	1 993	208
Education Human Resources Management	60 095	50 824	9 271	62 639	55 828	6 811
Education Human Resources Development	1 337 339	1 330 783	6 556	1 300 208	1 294 055	6 153
Curriculum and Professional Development Unit	15 950	12 273	3 677	18 840	16 069	2 771
Total	1 415 343	1 395 395	19 948	1 383 888	1 367 945	15 943

The programme is mandated to promoting quality teaching and institutional performance through the effective supply, development and utilisation of human resources in the Sector. In fulfilling the objectives of the programme, the programme constantly provides physical monitoring and oversight. During the 2020/21 Financial Year, the Department established systems to provide support and oversight through virtual and other non-contact means due to the regulations on managing COVID-19. These measures have been geared towards ensuring that the programme achieves all its predetermined objectives. All indicators in the Programme have been achieved through the effective utilisation of the Programme's budget.

The variance of budget spending in the programme was largely driven by the Compensation of Employees budget that was impacted by vacant senior posts and other salaries of management services and other officials. The annual National Teaching Awards is also a high expenditure item for this Programme, due to the outbreak of the COVID-19 pandemic the National Teaching Awards was put on hold which provided further savings in the Programme. The Programme was able to achieve key outputs as is evident through the number of Funza Lushaka bursary awards to students enrolled for Initial Teacher Education and progress with the implementation of Professional Learning Communities in the nine (9) provinces.

Over the 2020/21 financial year, the Programme has spent 98.6% of its allocated budget as compared to the 98.8% expenditure that was recorded in the 2019/20 Financial Year. The Programme has shown regression of 0.3% in comparison of the two financial years. This variance is not significant, noting that the Programme has been able to achieve the planned targets even during the period when COVID-19 was providing a challenging operating environment. The Programme fell short of 1.4% to achieve its 100% expenditure against the allocation. The savings are attributed to the goods and services budget and Compensation of Employees allocations.

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 planning, implementation 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. LIST OF INSTITUTIONAL OUTCOMES

- Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system.
- Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector.
- Outcome 5: Conduct strategic interventions to assist and develop provincial education systems.

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 2024: Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goals:

Action Plan Goals on Physical, Financial Planning and District Support

- 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 inspire learners to want to come to school and learn, and teachers to come and teach.
- Goal 27 ► Improve the frequency and quality of the monitoring and support provided to schools by district offices, partly through better use of e-Education.

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.

The DBE by working collaboratively with Provincial Education Departments (PEDs) in developing policy, providing guidelines and institutionalising support in these core policy areas, contributes to the improved quality of basic education with a 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.

PUBLIC EXAMINATIONS AND ASSESSMENTS

Public Examinations

Setting and Moderation of National Senior Certificate (NSC) question papers: A total number of 149 question papers for the November 2020 Examinations were approved by Umalusi and sent to PEDs for printing. 37 non-official language papers sourced from the Independent Examinations Board (IEB) were finalised. A total number of 56 question papers were adapted for the deaf, 59 for the blind and 90 into large prints. In addition, Umalusi approved a total of 144 question papers for Senior Certificate (SC)/NSC June 2021 and 47 question papers for NSC November 2021 examinations. In March 2021, a total number of 17 Practical Assessment Tasks (PATs) for 2021 were sent to PEDs.

Quality Assurance of School-Based Assessment (SBA): On 17-21 December 2020, the DBE focused on the evaluation of the Grade 12 SBA assessment tasks and the verification of teacher files to evaluate compliance with the Grade 12 assessment requirements.

Monitoring and Support of the National Examinations: The Examination System Status Review of all nine (9) PEDs and the National Department was successfully conducted on 3 - 7 August 2020 and 28 August 2020 respectively, and the evaluation of the State of Readiness of the PEDs to administer the combined 2020 examinations was conducted on 8 - 15 October 2020. A total number of 56 officials were deployed to monitor the writing across provinces whilst nine (9) part-time monitors were deployed to monitor the marking of the examination which was completed in January 2021.

Combined 2020 November Examinations: A total number of 1 058 699 candidates sat for the combined November 2020 examinations on 5 November – 15 December 2020. There was an unfortunate leakage of two (2) question papers, viz. Mathematics Paper 2 and Physical Science Paper 2, in the 2020 Combined Examination. It was found that the leakage did not compromise the integrity and the credibility of the examinations.

Marking Standardisation Meetings (MSMs): A total number of 144 MSMs were convened during the period under review.

Marking: The marking centres opened on 3 January 2021 and marking was concluded on 22 January 2021 across 179 marking centres in all PEDs. Three (3) provinces (i.e. MP, LP and GP) opted to stagger the marking of selected subjects due to historic marker shortages experienced in high entry subject papers, as well as the lack of adequate marking venues (in GP) and accommodation space (in MP and LP). In total, marking was conducted across 190 marking centres (11 during the staggered marking in December 2020 and 179 during the main marking session).

Centralised Marking: The centralised marking of selected small enrolment subjects, namely Asset Management Plan (AMP), Agricultural Technology (AT), Dance Studies and Music, Second Additional Languages (SALs) and South African Sign Language Home Language (SASL HL) were successfully administered on 3 - 22 January 2021. The marking of scripts for the blind and deaf candidates was centralised in GP and the WC.

Quality Assurance of the Marking of the 2020 Combined NSC and SC Examination: The onsite moderation was conducted on 6 - 20 January 2021 in 13 subjects (9 Non-Language subjects and 4 Languages).

Irregularities: The National Education Information Centre (NEIC) meeting was held on 30 January 2021. NEIC was encouraged by the reduction in administrative errors, technical omissions, behavioural offences and acts of dishonesty in the NSC examinations. The potential damage to the credibility of the 2020 examinations, emanating from the leakage of the Mathematics P2 and Physical Sciences P2, was prevented by the swift action of the National Investigative Task Team (NITT) that was established to fully investigate the source and the extent of the leak. Group copying cases in three (3) provinces are currently being finalised where candidates will be called to hearings and if found guilty, they will be barred according to policy stipulations.

The Release of the November 2020 Examination Results and Feedback: The combined November 2020 results were released to candidates on 22 February 2021. The DBE released four (4) NSC reports during the announcement of results and these were uploaded on the DBE website.

Assessment

Implementation of International Benchmark studies: In October 2020, a Country Note on Teaching and Learning International Survey (TALIS) 2018, Volume 2 for South Africa was released. The Department has used the TALIS results to structure and refine teacher development and support programmes. In December 2020, the results of the latest round of the Trends in International Mathematics and Science Study (TIMSS 2019) was announced to the public. The results showed steady progress in Mathematics and Science at the Grade 9 level but no improvement at the Grade 5 level. The Human Sciences Research Council (HSRC) provided the DBE with a Highlights Report on key achievement indicators and recommendations on how to improve Mathematics and Science teaching and learning.

In 2020, Progress in International Reading Literacy Study (PIRLS) preparations included finalising the sample of schools, quality-assuring the development of instruments, verifying the translation of instruments and communicating the selected schools to provincial Heads of Education and assessment coordinators.

Early Learning National Assessment (ELNA): A database for the appointment of assessors across the nine (9) provinces was finalised and initial preparations for the ELNA training workshop were completed. The ELNA test kit and tablet were refined and updated. The instruments were also versioned into all official languages and subjected to translation verification processes.

The DBE collaborated with the Numeracy Chairs of South Africa to develop and train Foundation Phase numeracy coordinators and selected teachers. The collaboration led to the development of the Mental Starters Assessment Project (MSAP) with materials covering six (6) units of improving the teaching of strategic calculations and mental Mathematics skills. Initial field trials on the ELNA and MSAP have shown positive results for further upscaling in the system.

Systemic evaluation administration: A comprehensive contextual framework for the study was finalised. The conceptual framework gives an account of progress made in the GET with access, equity, redress, equality, efficiency and quality. The assessment frameworks have been developed and the test instruments have gone through an external review, audit and translation verification processes. A technical standards document has been drafted to ensure credible processes are followed at each stage of the study. Three (3) test administration manuals and a concept document on digitisation were also developed.

Supporting School-Based Assessment: Six (6) assessment circulars were provided to schools to assist teachers to manage their assessment programmes during the period of the COVID-19 pandemic.

Implementation and planning for the General Education Certificate (GEC): The draft blueprint document on the assessment options (Curriculum Attainment; General Capabilities and Inclinations Assessment) for the implementation of the GEC in the South African schooling system has been developed. Partial development of test items in Mathematics and languages has taken place. The process of formalising the appointment of test development panels for five (5) subjects (Mathematics, Home Language, FAL, Natural Science and Economic and Management Sciences (EMS) is at an advanced stage. On the assessment of general capabilities for the GEC, conceptual work and research have been done on how project-based assessment can be utilised and field trials of instruments are scheduled for 2021. On the assessment of aptitude and inclinations, conceptual work and research have been done on the design of a suitable assessment form that draws on current economic, technological and social needs. Umalusi provisionally approved the policy framework of the GEC and a roadmap for implementation over the next five (5) years has been developed.

The Systemic Evaluation that was scheduled for administration in October 2020 was postponed to October 2021 due to the COVID-19 pandemic interruption to schooling.

Exams and Assessment Systems Administration

Management and Maintenance of the Integrated Examination Computer System (IECS): The Integrated Examination Computer System (IECS) is a system used to manage all examination processes ranging from the registration of candidates and centres to the processing and release of the final results. The IECS is managed in conjunction with the State Information Technology Agency (SITA) and the nine (9) Provincial System Administrators. The system developments and enhancements required to administer the combined examination were processed and finalised.

For the combined November 2020 examination, candidates and centres had to be registered, both examination and SBA marks had to be captured, the subject results standardised and finally, the results processed leading to the official release of the results by the Minister. The re-mark and re-check of the results is in the process of being concluded.

Data Management relating to the National Senior Certificate (NSC) and Senior Certificate (SC) Candidates: All learner performance data relating to the NSC is consolidated and analysed into the four (4) reports that are released with the Ministerial Announcement. These reports are the National Report on the NSC, Overall Schools Report, Schools Subject Report, and Summary Report and Information Booklet.

The Business Intelligence (BI) system is being used to improve the management and analysis of learner data. Post the release of the results, requests are received from various educational and research institutions and individuals for the results. These have been processed and submitted as required.

Certification: Issuing Statements of Results, Confirmation Letters, Replacement Certificates, Combination of Results as well as Verification of Pre-1992 certificates were performed in line with requests received within the stipulated time frames.

New technologies to improve Assessment and Examination Systems: The following new technologies have been implemented and maintained; E-Registration (electronic registration of SC candidates), E-Re-issue (electronic application of re-issue of certificates), and E-Re-mark/Re-check (electronic application for the re-mark and re-checking of results). These new technologies were refined and enhanced to improve the interaction between users and the systems.

The collection of quarterly data for Grades 3, 6, 9 and 12 was not successfully implemented across the system due to data collection challenges relating to COVID-19.

PLANNING AND IMPLEMENTATION SUPPORT

Provincial and District Planning and Implementation Support

School Principals' Satisfaction Survey: A total of 502 (47%) completed survey forms from the sampled schools were received by 28 February 2021. Capturing and analysis are currently underway to generate a report on the satisfaction levels of school principals on the support they received from district offices during the 2020/21 academic year.

2020/21 Districts and Circuits information: Credible district information was updated through collaboration with provinces. All incumbent and newly appointed District Directors and Circuit Managers' contact details, the number of circuits and schools in the districts was updated. In 2020/21, the following summary was noted.

Table 48. 2020/21 Districts and Circuits information

Province	Districts	Primary Schools	Secondary Schools	Combined Schools	Special schools	Independent Schools	Total
EC	12	3 142	847	1 235	46	224	5 494
FS	5	722	276	64	32	61	1 155
GP	15	1 417	627	55	271	704	3 074
KZN	12	3 830	1 601	499	79	152	6 161
LP	10	2 336	1 293	68	36	175	3 908
MP	4	1 017	464	196	19	130	1 826
NC	5	408	115	21	11	40	595
NW	4	1 034	386	37	32	74	1 563
WC	8	1 066	348	34	72	316	1 836
Total	75	14 972	5 957	2 209	598	1 876	25 612

A report on 2020/21 Data Collection on Learner performance was compiled only on the five (5) provinces that submitted namely NC, NW, KZN, GP and WC.

Strengthening circuit management: A series of meetings were convened with all Circuit Managers across the nine (9) provinces to appraise them of the sector response to the Risk-Adjusted Strategy and Approach to COVID-19.

2020 National Educational Excellence Awards: Team Building sessions for Districts: A total number of eight (8) team-building sessions were conducted for the Districts that achieved position one (1) in the 2020 National Educational Excellence Awards categories. The team-building sessions sought to assist the top-performing districts to sustain their performance and gain greater improvement in the quality of work done. 190 officials out of 200 were workshopped on leadership roles and creating a winning culture in districts, developing a service charter, coaching and mentoring. Sessions were conducted from 05-22 October 2020 as follows: NW (58); GP (99) and FS (33).



2020 National Educational Excellence Awards: Team Building sessions for Schools: A total of five (5) team-building sessions were conducted for schools that achieved position one (1) in the 2020 National Educational Excellence Awards categories. The team-building sessions sought to assist the top-performing schools to sustain their performance and gain greater improvement in the quality of work done. 143 officials were workshopped on Values of Winning Teams, Outdoor team building activities and the Science of High-Performance Culture. Sessions were conducted from 04 February to 18 March 2021 as follows: NW (25); LP (28); FS (32); KZN (25) and GP (33).



DCMS HEDCOM Sub-committee meetings: The District Coordination Monitoring and Support (DCMS) HEDCOM Sub-committee meetings were convened on 21 July 2020, 07 October 2020 and 17 February 2021, respectively. The meetings sought to provide a platform for the Deputy Directors-General (DDGs) and Chief Directors (CDs) to discuss strategic matters and share areas of good practice. A special virtual DCMS HEDCOM Sub-committee meeting was convened on 26 July 2020 in preparation for the Ministers' meeting with District Directors. The meeting was mainly to receive a progress update from provinces around the management of the COVID-19 regulations in schools.

Minister's meetings with District Directors: In addition to the three (3) scheduled Minister's meetings with District Directors, five (5) more meetings were held virtually. The virtual platform was very useful in communicating Standard Operating Procedures (SOPs) for the management of the pandemic and curriculum management, psychological support and Check Health systems.

Fundamentals of Performance (FOPs) Self-Assessment for districts: Seven (7) Fundamentals of Performance review workshops were conducted during this financial year. The focus of the workshops was on monitoring and providing support for the review of actions for improving the operations, functionality and effectiveness of the district offices. This was based on individual District Development Plans. About 230 participants were reached across the nine (9) provinces.

Districts with teacher development practices as per District Improvement Plans: A total number of 73 out of 75 District Improvement Plans were received by 1 March 2021. The purpose of this activity was to identify teacher development practices or interventions planned/implemented as per the District Improvement Plan. Analysis of District Improvement Plans has been completed and the results indicate that 69 District Improvement Plans reflect teacher development practices.

Competency assessment for district managers: KZN, EC, GP, LP, NC and WC submitted reports of competency assessment of newly appointed district managers.

Mentorship Project: Mentorship was provided in two (2) provinces, EC and LP, to a total of nine (9) districts, six (6) in LP and three (3) in the EC by five (5) mentors. Though Amathole West continued to register an improvement in learner performance of 4.5% in 2020 as compared to 9% in 2019, it is still among the districts that registered NSC learner performance which is below 70%. Mopani West district registered a 0.4% increase in learner performance in 2020.

Implementation of the amended Organisation, Roles and Responsibilities of Education districts: Implementation has commenced in all 52 municipal districts/metros.

The submission of the progress reports on the implementation of the *Policy on the Organization, Roles and Responsibilities of Education Districts*, which was initially scheduled for 27 March 2020, was extended to 30 October 2020 due to the COVID-19 lockdown challenges. Despite reminders, provinces have not been able to honour the extension. A Ministerial submission to request for the reports has been prepared.

Requests were sent to provinces on 16 March 2021 to update information on the filling of vacancies for the 2020 academic year.

The 2021 National Educational Excellence Awards ceremony was not conducted on 26 March 2021 as scheduled due to COVID-19 pandemic protocols. Letters of postponement were sent to Members of the Executive Councils (MECs) and HoDs in provinces.

The review of the District Standard Routine Operations Guideline document was not completed due to challenges in convening the Task Team. The guideline document will be finalised during the first quarter of the 2021/22 financial year.

The training of district officials on data management could not take place during the 2020/21 financial year. Discussions are underway with Supply Chain Management to improve the procurement processes.

School Level Planning and Implementation Support

Management of underperformance in schools: All PEDs submitted reports as required. The table below shows the number of secondary schools that performed below 65% in the NSC examinations for three (3) years (2018-2020).

Table 49. Management of underperformance in schools

PROVINCE	PRIMARY SCHOOL		SECONDARY SCHOOL			CHRONICALLY UNDERPERFORMING SCHOOL		
	2018	2019	2018	2019	2020	2018	2019	2020
Eastern Cape	-	89	-	270	943	-	156	138
Free State	215	202	15	13	23	08	02	01
Gauteng	70	27	23	34	77	06	02	06
KwaZulu-Natal	1 419	1275	563	307	1 768	252	137	109
Limpopo	692	735	506	475	1 342	322	240	245
Mpumalanga	137	97	106	75	556	32	38	22
North West	61	489	97	95	433	13	16	08
Northern Cape	204	200	42	39	138	06	18	13
Western Cape	26	49	74	55	87	09	11	25
Total	2 824	3163	1 426	1 363	5 367	648	620	567

In 2020 there was an increase in the number of schools that achieved below 65% which is a benchmark for underperformance as stipulated in Circular D2 of 2017. The number of underperforming secondary schools increased from 1 363 in the 2019 NSC examinations to 5 367 in 2020. However, there is a decline in the number of chronically underperforming schools from 620 to 567. The highest number of underperforming schools are in the provinces that have the highest number of schools which also serve the previously disadvantaged groups that is EC, KZN and LP.

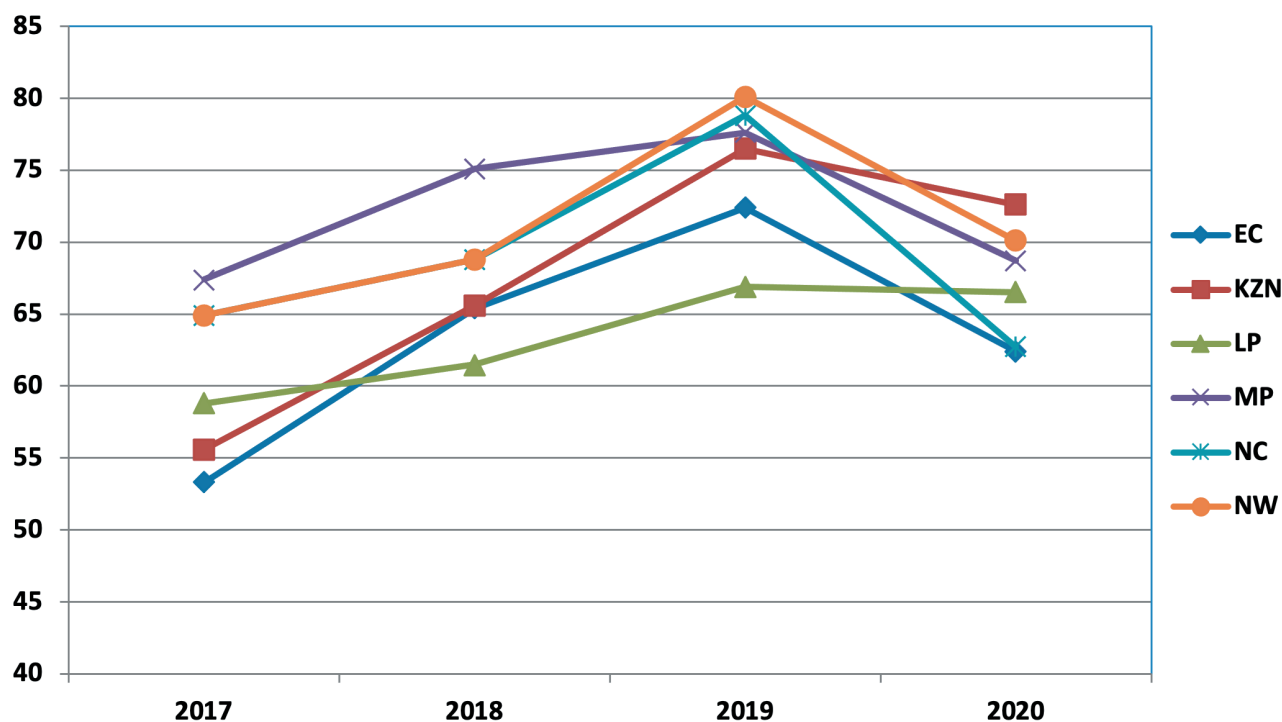
A monitoring tool was developed to establish the nature of support that was rendered by the districts over the past two (2) years and if the intervention programmes yielded the desired results. The tool also allows the schools to suggest strategies that would work in their schools. A dry-run was conducted in 14 schools in EC, FS, KZN, LP, MP and NW.

Protection of teaching time: A monitoring tool was developed to monitor the implementation of recovery plans in underperforming schools which had disruption of teaching and learning. The tool will be administered in all the schools but underperforming schools will be prioritised.

Strengthening the utilisation of performance data for improved performance: SISCOs continued working with 132 identified Circuit Managers from poor performing circuits in 30 districts, potentially empowering them to support 3 375 schools. The key objective of the initiative was to ensure improved performance of schools and the enhancement of the country's international competitiveness in areas such as PIRLS and TIMSS and gradually advance the performance of learners in Numeracy, Literacy, Accounting, History, Mathematics and Life Sciences.

Performance of Target Circuits: The analysis of the 2020 NSC results in the targeted circuits showed a slight decline in some of the circuits compared to 2019. This may be attributed to the impact of COVID-19. All Circuit Managers utilised learner performance data to craft intervention strategies.

Figure 1: Average performance of focus circuits per province (2016-2020)



Engagement with the Circuit Managers (CMs) of the prioritised underperforming circuits: A monitoring tool was developed and administered in schools to assess adherence to COVID-19 protocols. Circuit Managers were contacted to discuss issues emerging from the 2019 NSC results, diagnostic reports, PIRLS, TIMSS, Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) and TALIS. The information was used as a baseline to engage and to ensure that areas of poor performance are addressed through specific intervention plans that are implemented and monitored. Circuit Academic Improvement Plans (CAIPs) were reviewed to ensure that they address specific issues emerging from all the schools.

Secondment of GP and FS School Improvement Support Coordinators (SISCOs) to LP and NC, respectively: Virtual engagements were held with District Directors of Mogalakwena, Capricorn North and South, Sekhukhune East, Frances Baard and John Taolo Gaetsewe to formally introduce the Gauteng and Free State SISCOs that will be operating in their respective districts. Strategies to improve learner performance were shared with District Directors, Circuit Coordination and Circuit Managers who welcomed the initiative and appreciated the assistance of the DBE in strengthening the utilisation of data in the interventions to improve learner performance in identified circuits.



**Virtual Provincial Meeting:
Gauteng**



**Mogalakwena District:
Limpopo**



**Gert Sibande District:
Mpumalanga**

Support to Underperforming Schools:



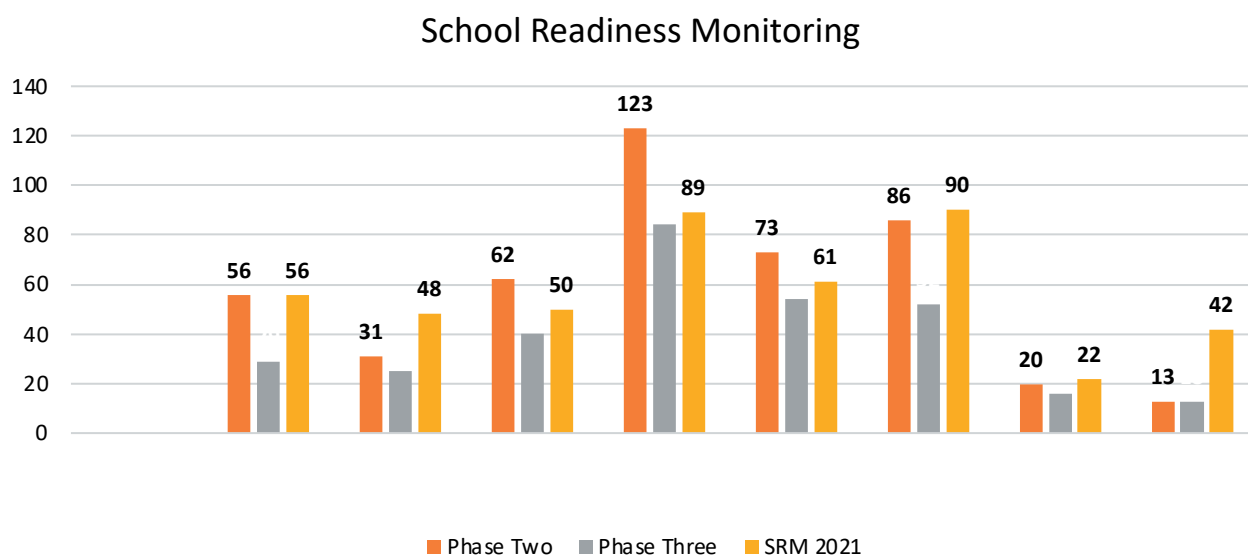
**Underperforming Schools Retreat
Thabina Circuit, Mopani East
Limpopo**



**Underperforming school support
Tugela Ferry Circuit, Umzinyathi,
KwaZulu-Natal**

School Readiness Monitoring: 1 235 schools across 32 districts were visited to assess the state of readiness of schools to receive learners and adherence to the prescripts of the COVID-19 protocols.

Figure 2: Representation of the number of schools monitored per province





PPE Delivery: Free State



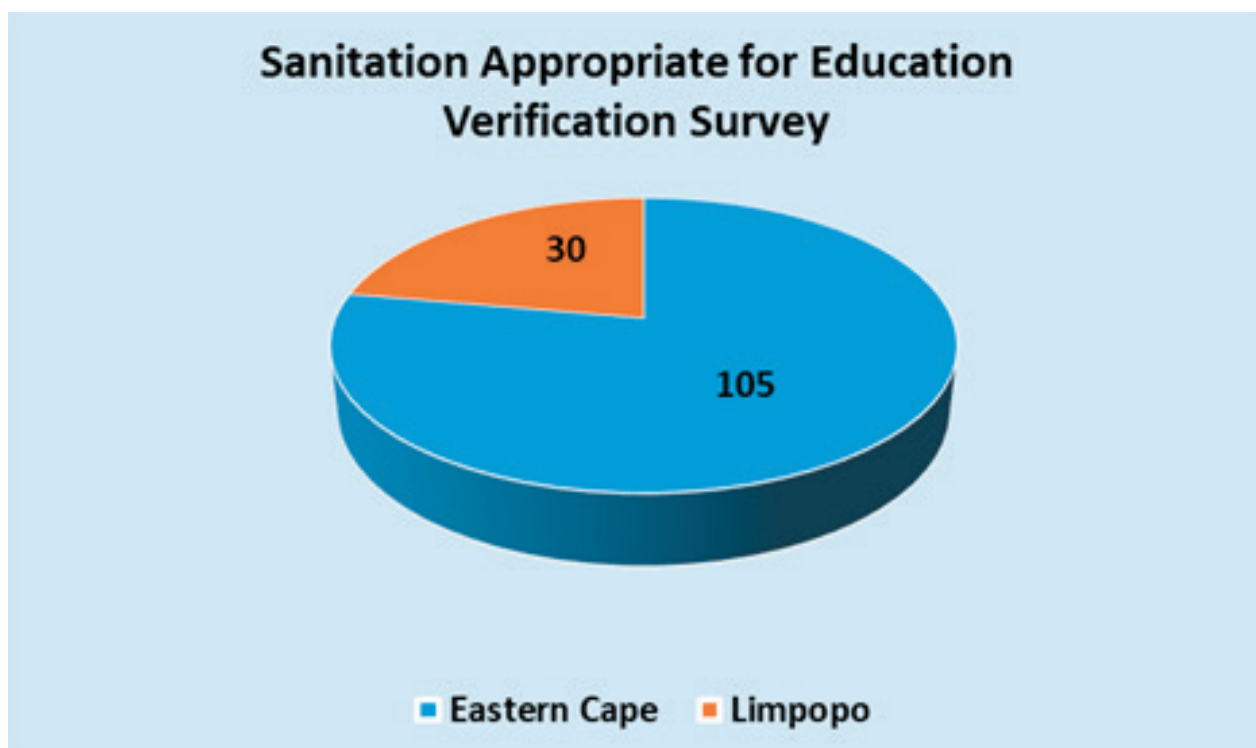
Social Distancing



Screening station: KZN

All schools visited had a shortage of floor space and were engaging in various timetabling models like alternate days, platooning and hybrid models. Water and sanitation remained a challenge in most schools visited in the Eastern Cape and Bohlabela district in Mpumalanga. In Limpopo water was available at all schools monitored but sanitation remained problematic. Water shortage was experienced in remote circuits such as Mmametlhake and Nokaneng in Nkangala, Mpumalanga.

Figure 3: Number of SAFE centres monitored per province



Verification of the delivery of mobile toilets to schools was done at 135 schools in the Eastern Cape (105) and Limpopo (30). SISCOs underwent virtual training to use the App-Survey 123 for ArcGIS to capture and submit findings. Mobile toilets were delivered to schools but there is a dire need for flush toilets at the schools.

National Senior Certificate (NSC) examinations monitoring: SISCOs also participated in the monitoring of the combined June/November 2020 NSC examinations. A total of 28 Districts and 291 examination centres in eight (8) provinces, except the WC, were monitored.

Project Manager Meetings: 11 virtual interactions were held during the period under review. The DBE visited Free State and Limpopo for monitoring and evaluation. Engagements were held with District Directors of Mogalakwena, Capricorn North and South, Sekhukhune East, Frances Baard and John Taolo Gaetsewe to present the mandate of the SISCOs and formally introduce the Gauteng and Free State SISCOs that will be operating in their respective districts.

Quality Learning and Teaching Campaign (QLTC)

Advocacy and Mobilisation of Society: The DBE hosted meetings with the District Directors to advocate and create awareness on the QLTC and the role the QLTC plays in schools. In addition, support was provided for school readiness visits in GP and NC provinces to assess the level of preparedness of schools and the plans to manage the impact of the virus.

The Department mobilised communities on undocumented learners in the NW and the EC and provided support in the re-establishment of QLTC structures in the NW, FS, KZN, LP, MP and NC. An Inter-Provincial QLTC workshop was held with seven (7) provinces. The workshop was held to develop a strategy and allow provinces to present key areas of focus in their respective provinces.

Monitoring and Support: The DBE monitored and supported the implementation of COVID-19 Compliance Regulations in nine (9) provinces, 30 districts and 145 schools. Monitoring and support were provided to the Basic Education Employment Initiative (BEEI) Project in all the nine (9) PEDs and Grade 12 November/December 2020 examinations in FS, MP, WC, NW and LP. The verification process of the Sanitation Appropriate for Education (SAFE) project took place in the EC, NW, MP, LP and NC with a total of 75 schools visited in the 10 districts.

Coding and Robotics programme: The Department developed a monitoring instrument for the assessment of the state of readiness of provinces and districts in preparation for the implementation of the Grades R-3 and Grade 7 pilot project. A state of readiness visit was conducted for the implementation of the Coding and Robotics Draft curriculum in KZN, GP, MP and NC. The Terms of Reference (ToR) for the procurement of Basic Minimum Resources for Coding and Robotics as well as Technology Grade7-9 were developed. Monthly reports were submitted on Coding and Robotics to the National Treasury as part of the accountability process.

Labour Peace: The mediated a near explosive situation between the community and the school (Linge Primary School) in Cape Town. The matter was on the Basic Education Employment Initiative (BEEI) project.

The functionality of QLTC structures in the Western Cape, Mpumalanga and Gauteng province may be improved;

Not all targeted schools were reached; and

Not much advocacy and awareness campaigns were done to educate communities on the BEEI project.

PROVINCIAL MONITORING

School and District Incident Management and Support

Presidential Hotline (PHL): The DBE is currently at 99.52% of call resolution rate without any challenges in terms of resolving enquiries, there are no backlog cases and resolution rates is well managed. The DBE dealt with 1 261 cases, 1 255 cases have been resolved with six (6) outstanding cases.

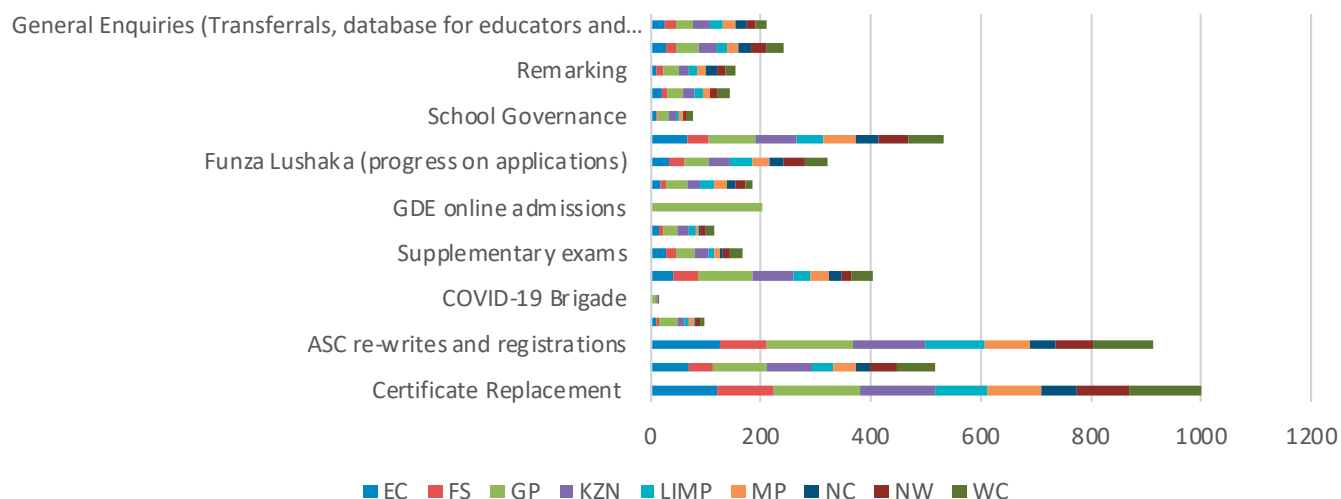
Figure 4: PHL Performance of DBE and PEDs



Call Centre: The total number of calls received is 5 297 and all were resolved. The highest enquiries received were related to 2020 Matric results (517), Replacement of certificates (1 001), ASC and NSC re-write registrations 2021 (912), home schooling registrations 2021 (403) and Matric certificate related enquiries (532). The lowest enquiries received were related to School Governance issues (77).

Figure 5: Call Centre Enquiries Trends

Call Centre Enquiries Trends

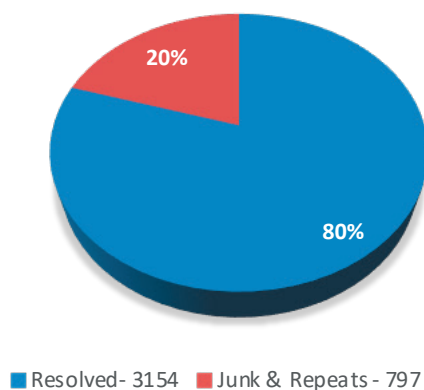


GP, KZN and the EC have the highest number of enquiries received in this quarter with NC and NW with fewer enquiries.

Website Enquiries: A total number of 3 951 website enquiries were received and 3 154 (80%) were finalised while 797 (20%) are junk and repeated postings.

Figure 6: Annual 2020/21 Website Enquiries

Annual 2020/21 Website Enquiries



Correspondence: The DBE worked together with PEDs and resolved 115 of 134 cases that were reported to DBE. These were related to challenges regarding COVID-19 enquiries, admission of learners, re-opening of schools, home schooling registration, matric rewrite, transfer of learners, learner expulsions, mismanagement of school funds, matric results, school calendar, human resource matters, school management and governance.

Provide Professional Support to the Ministry and Parliamentarians on Provincial Oversight and Support Activities: conducted verification of water and sanitation status to 18 schools on Alfred Nzo East and West Districts, Eastern Cape Province.

Supported the Deputy Minister on her visit to Tembisa West and Jiyana Secondary Schools on the invitation from Kuzondlula Motivational Tour.

Publication of School Calendars for Public Schools in South Africa:

Publication of Amended 2020 School Calendar: The Amended 2020 School Calendar was published in Government Gazette No. 43431 on 11 June 2020.

The Second Amended 2020 School Calendar was published in Government Gazette No. 43609 on 11 August 2020.

Amended 2021 School Calendar: The Amended 2021 School Calendar was published in Government Gazette No. 43769 on 02 October 2020.

Latest Amended 2021 School Calendar: The Latest Amended 2021 School Calendar was published on 16 February 2021 Government Gazette No. 44162.

2022 School Calendar: The Proposed 2022 School Calendar was published for public comments in Government Gazette No. 43896 on 11 November 2020.

The proposed 2022 School Calendar was submitted to HEDCOM for consideration and recommendation to CEM for publication.

2023 School Calendar: The Proposed Draft 2023 School Calendar was submitted to HEDCOM for consideration and recommendation to CEM for public comment.

School Readiness Monitoring: School Readiness Monitoring of the phased in return of learners was conducted on 1 June 2020 (Phase 1), from 1 to 10 July 2020 (Phase 2) and from 24 to 28 August 2020 (Phase 3). A total of 1 491 schools in eight (8) out of nine (9) provinces were visited. Western Cape Province is the only province that was not visited.

School Readiness Monitoring was conducted between 15-26 February 2021 by the DBE and PEDs officials. A total of 653 schools in 24 districts were monitored in all provinces. Schools were generally found to be ready for the 2021 academic year.

Under-achievements:

The process of the publication of the 2022 and 2023 school calendars was put on hold as a result of the lockdown.

Education Management and Governance Development

Management

Survey on the Availability of Management Documents in Schools: The availability of management documents survey was conducted in 1 000 schools. A total of 609 schools were found to be functional and 391 schools exceedingly functional in terms of meeting the set criteria therefore, the 100% target set in the Annual Performance Plan was achieved.

Capacity Building on the Roles and Responsibilities of Departmental Heads: The Department conducted a capacity building programme for Departmental Heads on their roles and responsibilities in five (5) provinces. The programme was aimed at improving curriculum management in schools. The following topics were covered: Time Management; Curriculum Planning; Curriculum Implementation; Curriculum Monitoring; Curriculum Coverage; Curriculum Moderation and Assessment; and Curriculum Reporting.

A total number of 130 Departmental officials and 848 Departmental Heads were trained as summarised below.

Table 50. Capacity Building on the Roles and Responsibilities of Departmental Heads

PROVINCE	DEPARTMENTAL OFFICIALS	DEPARTMENTAL HEADS
Eastern Cape	06	326
Free State	24	-
Limpopo	18	406
Mpumalanga	08	116
North West	74	-
Total trained	130	848

Strategy to Improve Management and Governance: During the year under review, a workshop on the strategy to improve management and governance in poor-performing schools was conducted in 228 School Management Teams in the Nkangala District of Mpumalanga on 12-15 October 2020. The training was also attended by 11 Circuit Managers, District Education Management and Governance Development (EMGD) coordinators, Provincial Coordinator and 2 Provincial Teacher Development officials.

Induction of newly appointed principals: The Department printed and distributed 5 250 booklets of the Induction Framework for newly appointed principals. The booklets were meant to guide provincial coordinators of School Management, Teacher Development and Circuit Managers.

The breakdown of the distribution is as follows:

Table 51. Induction Framework for newly appointed principals

PROVINCE	NO. TRAINED
Eastern Cape	1 100
Free State	400
KwaZulu-Natal	1 300
Limpopo	950
Mpumalanga	500
Northern Cape	200
North West	400
Western Cape	400
Total	5 250

Advanced Diploma in School Leadership and Management: The Department has reached an agreement with eight (8) universities to offer the Advanced Diploma in School Leadership and Management to aspirant principals. Each university provided the Department with an estimated cost for the qualification as indicated below.

Table 52. Advanced Diploma in School Leadership and Management

PROVINCE	HIGHER EDUCATION INSTITUTE	NUMBER OF INTAKE	COST PER STUDENT 2021	COST PER STUDENT 2022
Free State	University of Johannesburg	100	R 18 450.00	R 25 000.00
Gauteng	University of Johannesburg	150	R 18 450.00	R 25 000.00
Limpopo	University of Venda	250	R 23 695.00	R 26 065.00
Mpumalanga	University of Pretoria	250	R 23 695.00	R 26 065.00
Northern Cape	Stellenbosch University	50	R 23 540.00	R 23 540.00
North West	North West University	50	R 27 536.00	R 27 536.00
Western Cape	University of Cape Town	100	R 22 000	R 23 500.00
Western Cape	Stellenbosch University	100	R 23 540.00	R 23 540.00

Support to Associations: The Department continued to hold quarterly meetings with the South African Principals' Association (SAPA), Education Management Association of South Africa (EMASA) and the Deaf Education Principals Association of South Africa (DEPASA). Additional meetings were held with the Minister, Deputy Minister and the Director-General to discuss and plan for the reopening of schools after Alert Risk Level 5 lockdown. Consultative meetings were also held with all the principals' associations on the 2021 School Governing Bodies (SGBs) Elections.

Survey on SGB Functionality: The SGB Functionality survey was conducted in 1 000 schools instead of 2 000 schools. A target of 90% was set in the Annual Performance Plan. The survey indicated achievement of 961 out of 1 000 (95.9%) of School Governing Bodies to be functional in terms of set criteria for functionality. Only 39 of the surveyed School Governing Bodies were not functional and required support.

Training of SGB: A Governance WhatsApp group was established where the DBE shared information with PEDs on school governance-related matters regarding regulations on schools' reopening. All provinces trained SGBs on the SOPs and COVID-19 protocols such as social distancing, the wearing of facial masks and hygiene protocols such as the washing of hands with soap and sanitising as a way of ensuring the safe return of learners and staff to schools. Circuit managers in the FS and NW were trained on the use of digital platforms by schools, which became effective after 31 December 2020 when all South African Banks discontinued the use of cheques as a method of administering all transactions.

Learner Admissions: The admission programme was implemented in all provinces by August 2020 to ensure that learners were registered in advance for the 2021 academic school year. The 2021 Learner Admission programme was closed by the end of March 2021. GP and the WC were still left with a few unplaced learners when the programme closed due to late applications and the migration of learners from other provinces.

Programmes of Representative Councils of Learners (RCLs): On 14 August 2020, the Department convened a meeting with Representative Councils of Learners (RCL) from all provinces. The intention was to receive feedback from the learners on the reopening of schools and to strengthen their roles and responsibilities on the implementation of the COVID-19 SOPs. Provincial meetings with RCLs were also held as indicated below:

Table 53. Provincial meetings with Representative Councils of Learners (RCLs)

PROVINCE	HOST	DATE
Free State	Head of Department	26 August 2020
Gauteng	MEC	27 August 2020
KwaZulu-Natal	DDG	28 August 2020
Western Cape	Provincial and District Coordinators	9 September 2020

Due to the amended school calendar which affected the reopening of schools, the elections of Representative Councils for Learners (RCLs) was also delayed. However, about 90% of Secondary Schools completed their RCL elections.

Support to SGB Associations: Meetings with all national associations of School Governing Bodies were held quarterly. The Minister, Deputy Minister and Director-General held regular consultative meetings to prepare for the opening of schools after the lock-down.

Preparations for 2021 SGB Elections: The Head of Education Departments Committee (HEDCOM) approved Guidelines for the 2021 SGB Elections which contained three (3) election modes that responded to COVID-19 protocols and the Alert Risk Levels. The Government Gazette to announce the election period as 1 March to 30 April 2021 was issued. The 2021 SGB Elections at Abram Hlophe Primary School in Katsieng under the theme *Reimagining School Governance Under Complex Conditions* was launched. The training sessions to all Circuit Managers on how to manage the 2021 SGB elections to ensure uniformity in the sector was conducted.

Under-achievements:

Advanced Diploma in Leadership and Management: The commencement of the qualification was postponed after the closure of all universities due to COVID-19.

NATIONAL EDUCATION EVALUATION AND DEVELOPMENT UNIT (NEEDU)

NEEDU focussed on three (3) strategic objectives, namely, the provision of guidelines on the management of COVID-19 in the system, enhancing the quality of the DBE home language workbooks to improve literacy skills in the Foundation Phase and the development of the Monitoring and Evaluation Framework for Coding and Robotics.

Work pertaining to the COVID-19 pandemic: NEEDU, as a research and development unit, has been involved on many different levels in monitoring the basic education sector's response to the COVID-19 pandemic. These include the provision of guidelines on the management of COVID-19 in the system, preparation of DBE COVID-19 provincial oversight reports and the COVID-19 impact survey.

Provision of guidelines on the management of COVID-19 in the system: NEEDU assisted in the Department endeavour to guide the management of COVID-19 within the sector. NEEDU participated in the following:

- Production of some of the COVID-19 guidelines and documents;
- As part of the Quality Assurance Team, quality-assured all documents and guidelines on COVID-19 from different Branches within the DBE, before they were shared or distributed within the system;
- Formed part of the team that monitored the state of readiness when schools re-opened after the national lockdown; and
- Aligned activities in the DBE Home Language workbooks with the Annual Teaching Plans in Home Languages in the Foundation Phase. This was conducted to help teachers to match the concepts/skills, as prescribed in the curriculum, with activities in the DBE workbooks when learners in the Foundation Phase return to school after the national lockdown.

Preparation of DBE COVID-19 Provincial oversight reports: NEEDU developed a report template for each Director-General's (DG) engagement session with provinces on the management of COVID-19. These templates were used to capture information that Provincial Education Departments (PEDs) presented to the DG on their response to COVID-19. Weekly reports were prepared based on the PEDs reports presented to the Director-General. 11 detailed reports on measures that schools were taking to mitigate and contain the spread of COVID-19 while providing basic education in Grades R to 12 amidst the COVID-19 pandemic were prepared.

These reports described strategies in which schools, supported by the districts, were implemented to cover the curriculum that could not be completed in 2020, as well as the curriculum that is planned for the current academic year. The reports were based on provinces' responses to a set of questions that NEEDU helped to prepare, and they included summary tables to reflect how the basic education sector was performing in different issues including school readiness, health and safety, school admission, provision of teachers, provision of LTSM, curriculum management and assessment, ICT rollout, National School Nutrition Programme (NSNP), infrastructure, water, sanitation, learner transport, school furniture, school vandalism, school hostels and special schools, psychosocial support and the Basic Education Employment Initiative (BEEI).

Conducting a COVID-19 impact survey: The following schools were visited in the districts and provinces to collect data:

Table 54. COVID-19 impact survey

Province	District	Number of schools			
		Primary	Secondary	Special	Combined
North West	Bojanala	0	20	0	0
Limpopo	Capricorn South	13	14	0	0
Mpumalanga	Ehlanzeni	11	10	0	0
KwaZulu-Natal	King Cetshwayo	11	17	0	0
Western Cape	Metro East	14	0	0	0
	Metro South	7	0	0	0
Free State	Motheo	0	23	5	0
Eastern Cape	Nelson Mandela Bay	7	12	0	1
Northern Cape	Northern Cape	28	0	0	0
Total		91	96	5	1

In total, NEEDU visited a sample of 193 schools. Of the schools visited, 22 were in urban areas, 68 were rural and 103 were in townships.

Interview instruments for principals and departmental heads, as well as an observation instrument, were developed. These instruments were used to collect data in sampled schools. The data collection involved:

- a) Interviews with principals and departmental heads;
- b) Observations, including routines regarding the National School Nutrition Programme (NSNP), break-time activities, food preparations, safety measures in boarding facilities, sanitising and temperature recording in the morning, and mask breaks; and
- c) Documentary reviews, including learner and teacher attendance and school improvement plans.

The scope of the survey was widened to include a wider population of schools. An online questionnaire was developed and the questionnaire was sent to schools in districts that were not visited by the DBE team to collect more data.

Following school visits to eight (8) provinces (excluding Gauteng) qualitative and quantitative data were processed and analysed to prepare the report. Comparative analysis by school location (i.e. rural, township, urban) and school type (i.e. primary, secondary and special schools) provided valuable information about whether the impact of COVID-19 varied by school location and school type. The analysis of data culminated into a report *Evaluation of the functionality of schooling in the COVID-19 Environment*.

Improvement of the quality of the DBE home language workbooks to enhance literacy skills in the Foundation

Phase: Working towards improving the quality of DBE Home Language Workbooks in the Foundation Phase, NEEDU:

- Analysed the content of DBE Language Workbooks in the following languages, which are used as languages of teaching and learning in the Foundation Phase: isiNdebele, Siswati, Sesotho, Setswana and Afrikaans.
- Each component in the Home Language CAPS statement, namely Listening and Speaking, Reading and Phonics, and Writing and Handwriting were carefully analysed. The purpose of this analysis was to map how a concept in language teaching in the Foundation Phase is developed from grade to grade;
- An in-depth analysis of activities in the DBE workbooks included a revisit of the analysis of errors in four (4) home language DBE workbooks: Sepedi, isiZulu, isiXhosa and English. Five (5) types of errors, which are compromising the effective use of DBE workbooks, were identified. These errors will be presented to the DBE workbook developers to take the necessary corrective actions, which will lead to improved quality of the Foundation Phase DBE Rainbow Workbooks when issues that undermine their effective and optimal use have been addressed. The analysis of errors will also lead to providing proper guidance to teachers as to how to mediate the identified errors in their classes; and
- The analysis of errors in the four (4) languages was used as a model to start analysing the content of the Grade 2 Home Language Workbooks in isiNdebele, Siswati, Setswana and Afrikaans.

Although errors had been identified previously, this analysis had to be fully integrated with other elements, for example:

- The reading analysis and phonics programmes from CAPS and /or the DBE Workbooks;
- Identifying 'borrowed words' which include words where authentic home language words exist, as well as words which are adapted from English/Afrikaans and other languages;
- Practical aspects of the DBE Workbook, for example:
 - o Ascertaining if adequate space is provided for activities, taking into consideration such aspects as the perimeters of hand-writing for Foundation Phase grades; and
 - o Ascertaining if activities/or particular questions in activities can be completed.
- Topics in the DBE workbook are:
 - o not in CAPS at all;
 - o in CAPS later in that year or another year; and
 - o in CAPS but another learning area.

The reading passages in English, Afrikaans, Sepedi and isiXhosa were analysed. The reading analysis examines whether the learners can read the words in the DBE workbooks by using their phonic knowledge or could have learnt the word through repeated exposure. This is to help determine how accessible reading passages and stories are to the learners, and developed an integrated plan to teach Foundation Phase literacy skills. This work involved deconstructing the CAPS components by skill. The same skills were then clustered together so that each skill can be taught in an integrated manner, using all three (3) components of CAPS literacy documents, namely Listening and Speaking; Reading and Phonics and Writing and Handwriting. This was done in Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sepedi and Setswana.

Monitoring and Evaluation Framework for Coding and Robotics: A Monitoring and Evaluation Framework for Coding and Robotics that will be used to monitor and evaluate the rollout of the Coding and Robotics pilot, was prepared. This evaluation will be largely formative to gain insight into how the programme is being implemented and to gather the information that can be used to help modify or replicate the programme in the future. Summative evaluation will be conducted at the end of the pilot programme to determine its overall impact. It will focus on learner outcome data to understand the overall impact of professional development activities.

INFORMATION AND MANAGEMENT SYSTEMS

EMIS

South African School Administration Management System (SA-SAMS): Support: During the period under review the SA-SAMS helpdesk fixed 905 databases and resolved approximately 7 700 school queries. The Helpdesk supported the Learners with Severe and Profound Intellectual Disabilities (LSPID) Project with training and quality assurance of data from provinces.

Maintenance: The System Development Life Cycle (SDLC) for all released versions of SA-SAMS was completed. Test versions were released for comprehensive testing which was done by relevant policy owners and Provincial Education Management Information Systems (EMIS). During the 2020/21 financial year, the following versions of SA-SAMS were released with the indicated content included:

Table 55. SA-SAMS versions released in 2020/21

Version	Date released	Contents
20.0.0	3 August 2020	Updates related to COVID-19: Amending the school calendar, ad hoc reasons why the school is closed during a term, new reasons for absenteeism and updating the deployment module. Included changes of Version 19.3.2.
20.1.3	28 October 2020	Updates related to COVID-19 included the updated assessment programme and promotion requirements. Provincial requests, Exam Circular 7 and COVID-19 amended learner attendance calculation was included.
20.2.1	8 December 2020	2021 Database settings (excluding Curriculum), errors and omissions query (EMQ) applications for Grade 12 School-Based Assessment (SBA) calculation alignment, learner attendance calculations and Grade 12 School-Based Assessment (SBA) calculation alignment were included.
21.0.0	3 February 2021	Relaxed validation rules for Curriculum 2021 to allow schools to continue with their administration to report for 10-day SNAP survey, Annual School Survey and Grade 12 National Senior Certificate registration.
21.1.0 Test	26 March 2021	Test release included the 2021 Curriculum updates

Advocacy and Training: During the period under review, SA-SAMS advocacy included leading a Webinar on the Curriculum and SA-SAMS alignment hosted by the Data-Driven Districts (DDD) Programme, which was attended by over 1 000 participants, together with various other Webinars on SA-SAMS and DDD to advocate the usage and relevance of SA-SAMS. Support was provided on the Basic Education Employment Initiative (BEEI) Project with the inclusion of the function and usage of SA-SAMS to collect information on Educator and General School Assistants appointed at schools. SA-SAMS training was provided to PEDs at ground level to train e-Cadres and Schools Assistants on using relevant SA-SAMS modules. The advocacy session further included supporting the Gauteng Education Department in their SA-SAMS Steering Committees, recruiting the province SA-SAMS trainers and in the 2020 After School Programmes Research Symposium hosted by the Stellenbosch University. Numerous collaborations took place within the Sector to embed the usage of SA-SAMS by Policy Owners (Curriculum, Examinations and Assessments, Infrastructure, Learner and Teaching Support Material (LTSM), Health Promotion and School Management and Governance) in their processes. SA-SAMS was also advocated at the Director-General Provincial engagements with all Provinces, where all Districts and Principals were invited.

Public Schools using SA-SAMS for Reporting: The SA-SAMS reporting tool was updated to extract data from the Provincial Data warehouses and shared with Provinces to ascertain the usage of SA-SAMS. It is reported that 98,6% of the public schools successfully used SA-SAMS in eight (8) provinces (excluding Western Cape Education Department).

SA-SAMS Modernisation: The DBE is currently engaged in a project to modernise the SA-SAMS which is a key priority in support of primary schools in their administrative and management duties. On a secondary function, SA-SAMS provides a basic standard for all school data collection and improve data quality at the source level. This data assists in Provincial and National reporting, in addition to informing decision-making and initiatives to improve the quality of Basic Education. The current SA-SAMS provides offline, standalone processing that follows a lengthy process for school data to be available for Provincial and National reporting and planning for support initiatives. The DBE is engaged to provide the SA-SAMS functionality on a modern web-enabled platform that will support close to real-time access to school data and allow automated data sharing with other government departments to support children in schools.

The United Nations Educational, Scientific and Cultural Organisation's (UNESCO's) OpenEMIS was selected as a baseline for SA-SAMS Modernisation, following two (2) unsuccessful bids from both the State Information Technology Agency (SITA) and the National Education Collaboration Trust (NECT). Previously the NECT was appointed as the project implementation partner leading the Project Management Office (PMO) of the SA-SAMS Modernisation Project and the Heads of Provincial Committee (HEDCOM) appointed the Free State and North West Provinces as the pilot Provinces. Functional workshops were held between the DBE, pilot provinces and UNESCO to test the OpenEMIS solution, analyse the gaps and compare functionality between SA-SAMS and the OpenEMIS solution. The delivery plan has been drafted, highlighting the 'Out of the Box' solution, minimum viable product and full SA-SAMS requirements delivery.

Engagements continued between the DBE, UNESCO and the Project's PMO to acquire the OpenEMIS solution, following the communique from the Minister of Basic Education to UNESCO to request the software and source code of OpenEMIS. This has led to an agreement between UNESCO and the NECT that has been approved for professional and advisory services, training, and support for the development and implementation of the OpenEMIS solution. All existing Memorandums of Understanding / Agreements / Protocol Agreements with external organisations / Governmental Departments have been analysed to ensure data sharing is included for integration with the Modernised SA-SAMS. Sessions with key integration stakeholders i.e. Examinations and Assessment for the National Senior Certificate (NSC) System, Statistics South African (StatsSA) and the South African Council of Educators (SACE) were held for interoperability with eight (8) external and seven (7) internal data partners for data accuracy and scheduling sessions with other stakeholders are in progress. Successful inaugural Technical and Functional Sub-Steering Committee meetings were held in February and March 2021 respectively with representation from DBE, PEDs, UNESCO and SITA as per the Terms of Reference.

The data from the pilot Provinces, North West and Free State PEDs has been analysed to determine the data migration strategy. The design of the Intuitive System Flow Diagrams and the SA-SAMS Modernisation Templates has been completed. Design workshops for the modernised solution have been initiated with the users, PEDs and DBE officials to finalise the flow of information for users. To enable the DBE to sustain the support of the OpenEMIS solution, the NECT in collaboration with FirstRand has offered nine (9) interns an employment opportunity and they have been allocated to the various work streams to gain skills and knowledge in the analysis, design and development of the SA-SAMS OpenEMIS solution. A recruitment memorandum requesting 15 additional PMO resources via the NECT was approved and 13 posts have been filled which brings the capacitation of the PMO resources to 90%.

Learner Unit Record Information and Tracking System (LURITS): During the period under review, and despite the COVID-19 lockdown conditions, the Department was able to retrieve statistics from schools, even at a unit level, via the systems that the DBE: EMIS Directorate has developed and PEDs implemented in the Sector. This is in comparison to many countries that were not able to retrieve data from schools under these volatile conditions. The SA-SAMS is implemented at a transactional level in schools for their school administration purposes, which also supports the collection of data, to eventually be uploaded to the National DBE Consolidated Data Warehouse called the Learner Unit Record Information and Tracking System (LURITS).

As of 30 June 2020, the LURITS system closed for the 2020 learner enrolment upload with 11 288 205 learners and 372 777 educator records from 19 867 schools. From 15 February 2021, the LURITS system was opened for Provinces to upload the final 2020 data and as of 18 March 2021, the system received a record-breaking 13 307 479 learner records and 435 797 educator records from 25 223 schools for the final 2020 upload, including the successful upload of learner promotion data. Work of the LURITS Administrators deployed to three (3) Provinces through the Service Level Agreement with SITA was monitored. To improve the efficiency and frequency of data submissions whilst not compromising on data quality, a Project was initiated to align the validations on LURITS, Provincial SA-SAMS Data Warehouses as well as the online SA-SAMS submission and upload tool which is in progress.

Monitoring of Provinces during the LURITS Readiness exercise: The Director-General approved the completed 2019-20 LURITS Readiness Audit Report and it was communicated to all Provincial HODs. Planning and preparations were completed to conduct a virtual monitoring exercise under the COVID-19 pandemic conditions for the 2020/21 financial year. All Provincial Education Departments were monitored by December 2020 on the implementation of EMIS priorities, LURITS Readiness and technical assessments conducted on the Provincial Data Warehouses. Preliminary Audit Reports and report back sessions were held with Senior Management of the PEDs as depicted below:

Table 56. Monitoring of Provinces for LURITS Readiness

PED	Date
Gauteng	18 March 2021
Eastern Cape	4 March 2021
Mpumalanga	9 March 2021
Western Cape	10 December 2020

The remaining provinces were communicated with formally via the National EMIS Officer / Deputy Director-General for the Business Intelligence Branch due to PED unavailability. The Preliminary Audit Reports and consolidated findings were presented to the HEDCOM Sub-Committee on e-Education (ICTS) on 16-17 March 2021 and the final monitoring report was approved by the Accounting Officer on 9 April 2021 where recommendations will be implemented for improved EMIS and LURITS processes.

Business Intelligence: General application maintenance and data integrity checks for LURITS and PERSAL universes were done to keep reports updated on the latest data uploads on the Business Intelligence (BI) platform. DBE Dashboard and report updates with LURITS 2020 data uploads and PERSAL monthly uploads were done with comparison report investigation on educators between the two systems currently in progress. Verification of the under and overage uploaded learners in collaboration with Provinces is ongoing to improve the quality of learner data collected via EMIS processes. The User Requirements Specification (URS) for a Data Mart that will be the data source for EMIS publications on the BI is approved and technical documents are in progress to build BI reports for the previous years' EMIS SNAP and Annual School Survey data sets. Historical SNAP data from 1997 - 2014, Annual School Survey (ASS) data from 1997 – 2014, ECD Dataset from 2004 - 2013 and Learner and Educator warehouse data for 2019 - 2020, are being worked on for trend analysis reports on BI. The new EMIS publications data mart for an interactive landing page is in progress.

Data-Driven Districts (DDD) Dashboard Project: During the period under review, new reports were developed on the DDD Dashboard, on the number of learners with health issues reported on SA-SAMS which has and will continue to assist with reporting and support. School submissions on the DDD platform for Term 1 2020 commenced after the first week of lockdown and over 88% of schools uploaded data on the DDD Dashboard for Term 4. The quarterly updated reports included improved Curriculum reports used for monitoring learner performance by Provinces and DBE initiatives have commenced to include non-teaching staff information on the DDD reporting suite. The 2020 National Senior Certificate Grade 12 results were uploaded to the Dashboard for a high-level comparison and online SA-SAMS submissions were implemented in Eastern Cape and Mpumalanga with Northern Cape and Limpopo to commence soon.

The DBE contributed to the evaluation of the DDD Programme by the Benita Williams group through the Michael and Susan Dell Foundation and the DDD Successes that Count report was finalised for publishing.

Other e-applications: The DBE has been collaborating with the Gauteng Department of Education (GDE) on their Online Registration Application to explore the tool's adaptation for an online Home Education system which is in progress. An online survey reporting tool has been developed to assist with the Basic Education Employment Initiative (BEEI) Project on reporting was currently being tested for Phase II.

ECD Survey Instrument and Electronic Tool: The 2021 ECD survey instrument and electronic survey tool were updated, tested and released to PEDs for implementation.

Geographical Information System (GIS): The Environmental Systems Research Institute (ESRI) licenses were successfully acquired to implement an updated GIS at the DBE. The EMIS Directorate sourced, analysed and interpreted the Department of Health Provincial COVID-19 reports to develop and update the Health Risk Levels Dashboard (COVID-19 Dashboard reports) for the DBE in preparation of school opening during the COVID-19 pandemic and the Education Lekgotla. Quality assurance of school coordinate data for correct spatial mapping on the GIS platform was completed. The Infrastructure Directorate was supported in developing dashboard reports for the Basic Education Employment Initiative Project.

Masterlist of Schools: The aggregated Provincial Schools Masterlists were received from all PEDs for each quarter and the process of monitoring the accuracy of data in each provincial list against recently uploaded general information of the PED Warehouses were completed. Verification of each Provincial Masterlist per technical requirements of the Education Standard no 35526 was completed. District and Local municipalities in line with the recent demarcations, no-fee schools and quintiles were successfully updated on the National Masterlist and all four (4) sets of Masterlist of Schools were approved for publishing on the DBE website.

Registration of NSC Grade 12 learners: The Department developed, tested and released the 2020 Structured Query Language (SQL) script with support from the State Information Technology Agency (SITA) for the National Senior Certificate (NSC) registration via Provincial Data Warehouses, where SA-SAMS is the source of the data from schools. The development of the 2021 Structured Query Language (SQL) script for the registration of the Class of 2021 on the NSC system is currently in progress.

2020 Performance Data: The automated script to extract and collect learner performance data from Provincial Data Warehouses every quarter, was developed, tested and provided to PEDs. This data is sourced from schools via the SA-SAMS, consolidated at the Provinces in their Data Warehouses and eventually collected and provided to Examinations and Assessment for analysis.

EMIS Statistical publication: The Education Statistics in South Africa 2017 and 2018 Reports and the *School Realities 2020* report were approved to be published on the DBE website.

Table 57. Number of Learners, Educators and Schools in the Ordinary school sector, by province, in 2020

Province	PUBLIC			INDEPENDENT			PUBLIC AND INDEPENDENT					
	Learners	Educators	Schools	Learners	Educators	Schools	Learners	As % of National Total	Educators	As % of National Total	Schools	As % of National Total
EC	1 768 040	59 279	5 213	75 257	3 368	239	1 843 297	14	62 647	14	5 452	22
FS	700 052	22 539	1 045	19 795	1 163	77	719 847	5	23 702	5	1 122	4
GT	2 186 156	69 719	2 071	322 231	19 678	834	2 508 387	19	89 397	20	2 905	12
KZN	2 808 976	92 800	5 853	58 295	3 898	338	2 867 271	22	96 698	22	6 191	25
LP	1 686 170	50 352	3 716	73 152	3 246	170	1 759 322	13	53 598	12	3 886	15
MP	1 079 687	35 062	1 666	28 203	1 756	116	1 107 890	8	36 818	8	1 782	7
NC	297 669	10 037	545	6 568	490	40	304 237	2	10 527	2	585	2
NW	839 859	26 296	1 447	23 212	1 365	85	863 071	7	27 661	6	1 532	6
WC	1 176 810	36 768	1 448	66 340	5 124	296	1 243 150	9	41 892	9	1 744	7
South Africa	12 543 419	402 852	23 004	673 053	40 088	2 195	13 216 472	100	442 940	100	25 199	100

The table above shows the total number of ordinary public and independent schools, learners and educators for the year under review. It further shows that the highest and lowest percentages of learners, educators and schools in the ordinary school sector occurred in KwaZulu-Natal and the Northern Cape, respectively. The majority of independent schools were situated in Gauteng (834) followed by the Western Cape with 296 schools.

Disseminate Education Information: The 2020 learner enrolment figures were finalised, approved by the Director-General and submitted to the National Treasury for equitable share allocations for the Basic Education Sector. Over 200 data requests and Parliamentary questions were addressed by EMIS including providing data to Statistics South Africa (StatsSA) and Data First. The Department processed, analysed and provided data to support planning, initiatives and monitoring of school reopening and related activities during the COVID-19 pandemic to both internal at the DBE and to external stakeholders. For example, data was provided to the Infrastructure and Curriculum Branches; the Auditor General of South Africa (AGSA) on learners older than 18 years; Department of Communications and Digital

Technologies (DCDT); Universal Service and Access Agency of South Africa (USAASA) on 2020 Grade 12 learners from indigenous households; Department of Health and the Department of Women, Youth and Persons with Disabilities on Learners with disabilities, and Department of Home Affairs and Department of Social Development on learners without ID numbers on the DBE data systems for learner documentation initiatives.

International Reporting: The following was achieved and submitted to the United Nations Educational, Scientific and Cultural Organization (UNESCO):

- UIS_ED_A_2020 and UIS_ED-ISC11 2020 mapping questionnaires after consolidation with the Department of Higher Education and Training (DHET);
- The UNESCO Institute for Statistics (UIS) Survey on COVID-19 pandemic Impacts on National Education Planning Units;
- The UIS 2020 SDG4 and other indicators' validation questionnaire;
- The UNESCO Institute for Statistics revised International Standard Classification of Education (ISCED) mapping and the UIS data report for formal education;
- The Southern Africa Development Community (SADC) Regional Indicative Strategic Development Plan (RISDP) Annual milestones monitoring report and SADC indicators on Education;
- The UIS Survey to monitor the impact of COVID-19 on Main Education Data Aggregates (MIMEA); and
- Completed the Association for the Development of Education in Africa (ADEA) country profile report.

Early Childhood Development (ECD) Function Shift and ECD Census: The DBE provided support in ensuring that the Memorandum of Understanding (MoU) between the DBE and the LEGO Foundation was signed by both parties to conduct the ECD Census. The LEGO Foundation will fund and support the Census of the ECD Project that will provide DBE with a baseline Masterlist of all ECDs in the country. The successful bidder to conduct the Census has been concluded and planning for the Project Kick-off session is in progress. The Communication Strategy Terms of Reference (TOR) has been drafted. Stakeholder lists for the different Committees have been drafted and are under review for finalisation, namely: Project Steering Committee, DBE and Lego Foundation PMO and the Reference Committee. Exploration is underway for the acquisition of a possible electronic solution for ECD Registration to support the Data, Information, Monitoring and Evaluation Technical Team in their work to ensure that ECD registration data is available electronically. The Data, Information, Monitoring and Evaluation Technical Workstream has been in engagement with PEDs and the Department of Social Development (National and Provinces) to ensure information sharing takes place for a smooth function shift.

EMIS Committees: The Technical Committee Meetings of the HEDCOM Sub-Committee on e-Education (ICTS) regarding Education Information Systems were held on 9 June 2020, 15 and 27 October 2020, 3 February 2021 and 11 March 2021 to discuss technical issues relating to EMIS systems, data and processes.

The meetings of the HEDCOM Sub-Committee on e-Education (ICTS) were held on 11-12 March 2020, 16 July 2020, 30 October 2020 and 16-17 March 2021 to advise HEDCOM on ICT and EMIS within the Sector.

Education Information Standards: The draft Standards Process Document, Terms of Reference of the Standards Committee and Terms of Reference for the Standards Working Group have been developed and recommended for approval to the HEDCOM.

The Data Dictionary, Data Coding Standard, Data Quality and Data Dissemination Standards have been identified as key standards to be prioritised for updating. The Draft Data Dissemination Standard has been completed whilst the updating of the Data Dictionary is in progress.

The DBE invited the Information Regulator and held a training session on compliance with the Protection of Personal Information Act (POPIA), with Provincial EMISs. The POPI Act Compliance guideline on EMIS data with supporting forms for the Data Requester and Data Provider have subsequently been developed, and recommended for HEDCOM approval, with Legal Services advice.

Support Health Connect: The DBE introduced Health Connect during the financial year under review. The WhatsApp Health Check is a digital risk assessment and mapping tool that uses cell phone-based technologies (WhatsApp) for COVID-19 health screening and information dissemination. The WhatsApp Health Check has been offered free of charge by the Praekelt Foundation to the National Department of Health (NDoH) COVID Connect programme and the Department of Higher Education and Training (DHET). The DBE has also been offered the solution free of charge to be used for COVID screening and other educational needs.

Protocol Agreements on Data/System Partnerships: The DBE has amended the Agreement in collaboration with the Department of Home Affairs (DHA), which is in progress. All learner data uploaded to the Learner Unit Record Information and Tracking System (LURITS) was verified with DHA under the existing Protocol Agreement. DBE also supported Eastern Cape and Western Cape in verifying their learner ID numbers. The 2020-unit level data for learners within Grades 10 -12 has been prepared and provided to DHA to assist with the Smart-ID campaign. The Social Pension System (SOCPEN) data of children between the ages of 4 – 21 was triangulated with LURITS 2020 learner data to analyse and ascertain if learners receiving social grants are enrolled in school. It was provided to the Department of Social Development (DSD) for data-driven intervention. The DBE participated in the National Integrated Social Protection Information System (NISPIIS) with DSD and USAID_ G2G Partnership Steering Committees.

The approval and implementation of the Protocol Agreement between the DBE and the Department of Higher Education and Training (DHET) will assist the Department to track learners leaving the Basic Education Sector and joining the Higher Education Sector even before Grade 12. The operating procedure for the collaboration agreement with DHET conclusion is pending approval of the agreement.

SA-SAMS: The release of SA-SAMS version 21.1.0 was delayed due to the late finalisation of the Curriculum settings. SA-SAMS Version 21.0.0 was released before the 2021 school opening due to late receipt of 2021 Curriculum settings.

Education Information Standards: Hosting of the Standards Committee did not take place as it is awaiting approval by the HEDCOM.

Thematic Report: EMIS Thematic report on Learner Age by Grade has not been finalised due to lack of resources.

Masterlist: The quarterly Masterlist of schools were not published timeously in quarter 1 – 3 according to the technical requirement of the Education Standard no 35526 due to receiving unverified data from the PEDs, however, it was published in quarter 4.

Government Information Technology Services

Enhancement of critical business applications: 29 Security and Infrastructure capacity changes required by the application owners and their System and Development Lifecycle (SDLC) processes for the DBE applications were monitored, implemented and released in production.

Governance of ICT: Nine (9) monthly Service Level Agreement (SLA) meetings with the State Information Technology Agency (SITA) were held and the resolutions taken were monitored and implemented. Four (4) Information and Communication Technology (ICT) Steering Committee meetings were held and the resolutions were monitored and implemented. One (1) ICT operational meeting was held and the resolutions were monitored and implemented. No Systems Assessment Operational meetings were held. One (1) Change Control Board meeting took place.

ICT infrastructure of the DBE: The following transpired during the financial year under review:

- Virtual Private Network (VPN) Implementation was signed off and completed.
- Land and Desktop Support (LDS) Implementation: SITA is in the process to credit the DBE for incorrect switches that were delivered to the Department. Development of the revised proposal is in progress.
- The following DBE Local Area Network (LAN) and Desktop changes were implemented during the period under review: One (1) System Command Centre Manager (SCCM) Hotfix Update – Install SCCM 1902 on DBEVSCCM and two (2) Patches were done on the DBE environment with the latest critical and security updates. Upgrade of the Symantec Endpoint Protection Server from 14.2.2.776 RU1 to 14.2.3 was done.
- Four (4) Mainframe changes were implemented during the period under review which was the Monthly Maintenance Initial Programme Load (IPL) of all z/OSLPARs at SITA Centurion.
- Eight (8) midrange changes were implemented during the period under review by Business Connection (BCX) who installed MS Patches on the non-production servers of the DBE.
- One Disaster Recovery Test: High Availability for Customer DBE was done by BCX during the period under review.

Microsoft Licence and Premier Support Renewal: The Department appointed First Technology as its License Service Provider for the Microsoft Campus Agreement effective from 01 December 2020.

DBE Wi-Fi Solution: The engagement with Public Private Partner (PPP) Tirisano, commenced with identifying an appropriate approach of implementing a Wi-Fi solution at the DBE.

Service Level Agreements: Out of 29 SLA's with SITA, 26 are active. All non-active contracts are with Supply Chain Management (SCM) and Legal Services.

Bandwidth Upgrade: A request for contract variation approval was sent to National Treasury and the Department is awaiting the response.

Corporate Governance of ICT (CGICT) Policy Project: The Project is now completed and the closeout meeting was held. The Project was also paid up in the previous Financial Year.

Audit findings: There were 17 findings: 7 resolved and closed; 21 sub findings: 11 resolved and closed; 55 sub-sub findings: 37 resolved and closed.

The Microsoft Premier Support Agreement could not be finalised available. The upgrade of LAN infrastructure could not be done due to a lack of funds.

INFRASTRUCTURE

Education Infrastructure Grant (EIG)

The total adjusted Education Infrastructure Grant (EIG) allocation for the 2020/21 financial year is R8.787 billion. The EIG allocation was reduced by a total of R2.221 billion from R11.008 billion following the prevalence of the COVID-19 pandemic and the amended Division of Revenue Bill was tabled on 24 June 2020.

This grant was transferred to Provincial Education Departments (PEDs) in five (5) instalments with the first instalment transferred on 17 April 2020. The PEDs could also use a maximum of R53.1 million of this grant in the 2020/21 financial year for the appointment of public servants to their infrastructure units.

An amount of R628 million was converted from the School Infrastructure Backlogs Grant (SIBG) to EIG and reallocated to Eastern Cape (R60.320 million), Free State (R50.550 million), KwaZulu-Natal (R413.630 million) and Northern Cape (R103.500 million).

At the end of the financial year, a total of R9.415 billion which translates to 100% of the adjusted budget was transferred to the respective PEDs.

National Education Infrastructure Management System (NEIMS)

A total number of 298 NEIMS assessment forms were received from PEDs for completed projects. From these, the records of 203 schools were updated.

Sanitation: Of the 23 276 schools, 8 643 (37.1%) of schools have flush toilets connected to municipal sewers reticulations and 3 152 schools have flush toilets connected to septic tanks. A total number of 10 282 schools reported that they make use of ventilated improved pit toilets. At 5 167 schools, there are basic pit toilets. It is important to note that several schools have a combination of different water supply solutions. There are no schools that reported that they have no toilets.

Water Supply: Of the 23 276 schools, 10 857 (46.6%) of schools are connected to municipal water supply reticulations and 1 235 schools receive water supply via tanker delivery. A total number of 7 623 schools reported that they make use of boreholes and 7 455 schools reported that they make use of rainwater harvesting. It is important to note that several schools have a combination of different water supply solutions. There are no schools that reported that they have no water supply.

Electricity: Of the 23 276 schools, 22 018 (94.6%) of schools are connected to the Eskom grid. A total number of 585 schools reported that they make use of generators and 1 480 schools reported that they make use of solar panels. It is important to note that several schools have a combination of different water supply solutions. There are 90 schools in Eastern Cape where electrification projects were in progress.

Table 58. Programme 4: Report against the originally tabled Annual Performance Plan until date of re-tabling

Programme 4: Planning, Information and Assessment									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	*Actual Achievement 2020/2021 until date of re-tabling	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system	Ensure that policies and the infrastructure evolve to deal with emerging priorities, including those relating to basic services and the replacement of inappropriate structures	4.1.1 Number of new schools built and completed through ASIDI	21	26	31 Annually	1	Milestone recorded	Not applicable	4.1.1 2020/21 target: 24 4.1.1 The Annual and Q4 targets should read: 24
		4.1.2 Number of schools provided with sanitation facilities through ASIDI	200	103	98 Annually	3	Milestone recorded	Not applicable	4.1.2 The MTEF targets for 2020/21, 2021/22 and 2022/23 should read: 600, 1 500, 1 500 4.1.2 The Annual and Q4 targets should read: 600
		4.1.3 Number of schools provided with water facilities through ASIDI	199	89	125 Annually	3	Milestone recorded	Not applicable	4.1.3 2020/21 target: 100 4.1.3 The Annual and Q4 targets read: 100
		4.1.4 Number of schools provided with sanitation facilities through SAFE			700 Annually	0	Milestone recorded	Not applicable	4.1.4 Remove indicator and target as it is covered by 4.1.2 New 4.1.4 Number of schools served with emergency water supply

Programme 4: Planning, Information and Assessment									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	*Actual Achievement 2020/2021 until date of re-tabling	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
		4.2.4 Percentage of public schools using the standardised school administration system (SA-SAMS) for reporting	98.2% 21 674/ 22 080	98.2% (21 586/ 21 976)	98% Annually	Information not collected. Not all district offices opened, identifying schools that are not opened.	Milestone recorded	Not applicable	4.2.4 The indicator title should read: Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting.
Outcome 5: Conduct strategic interventions to assist and develop provincial education systems	Strategic use and monitoring of districts to advance national priorities, as well as additional interventions in all or specific districts to advance the attainment of sector-wide goal in relation to mentorship, development and support of officials at district level	4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme	76	40	60 Annually	Due to the hard lockdown regulations, mentors could not travel from their provinces to Eastern Cape and Limpopo where the mentees reside. Virtual mentorship will be explored from Quarter 2.	Milestone recorded	Not applicable	4.3.1 2020/21 target: 33 4.3.1 The Annual and Q4 targets should read: 33
		4.3.4 Percentage of underperforming schools visited at least twice a year by district officials for monitoring and support purposes.	-	4% (33/816)	75% Annually	Zero activities due to lockdown.	Milestone recorded	Not applicable	4.3.4 The indicator title should read: Percentage of underperforming schools monitored at least twice a year by district officials for support purposes

*Actual achievement must be reported in relation to the performance information reflected in the originally tabled Annual Performance Plan until date of re-tabling (In the instance where a department has re-tabled an Annual Performance Plan in the financial year under review).

Table 59. Programme 4: Report against the re-tabled Annual Performance Plan

Programme 4: Planning, Information and Assessment								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system	Ensure that policies and the infrastructure evolve to deal with emerging priorities, including those relating to basic services and the replacement of inappropriate structures	4.1.1 Number of new schools built and completed through ASIDI	21	26	24 Annually	32	+8	COVID-19 proved to have had a positive impact on the ASIDI programme. After the closure of construction sites for the hard lockdown, contractors returned and provided additional resources to catch up on the construction progress so that they can make up for the lost revenue. The MS Teams platform made it possible to have frequent meetings. The Director-General instituted weekly meetings with the Heads of Implementing Agents so as to track progress of projects under construction. For the last quarter of the financial year, the DBE Infrastructure Unit increased their site monitoring visits of projects under construction and this put pressure on the contractors and implementing agents to finalise their construction. The 5 Built Environment Experts appointed in the DBE Infrastructure Unit in 2019 also proved to be a valuable factor in the over-achievement of the APP target.
		4.1.2 Number of schools provided with sanitation facilities through ASIDI	200	103	600 Annually	298	-302	More than 300 additional sanitation projects could not be completed due to the impact of the COVID-19 lockdown when all business had come to a standstill.
		4.1.3 Number of schools provided with water facilities through ASIDI	199	89	100 Annually	101	+1	The deviation of 1 (one) item is due to the fact that there was huge pressure exerted on the IA's to ensure that the targets are achieved and they completed as many of the projects as possible.
		4.1.4 Number of schools served with emergency water supply	-	-	3 000 Annually	3 216	+216	The deviation is due to the additional need that was posed by provinces to Rand Water as a result of COVID-19 requirements.
		4.1.5 Number of schools served with emergency sanitation	-	-	1 300 Annually	1 303	+3	The deviation is due to the additional need that was posed by provinces as a result of COVID-19 requirements during the implementation of the programme.

Programme 4: Planning, Information and Assessment								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector	Ensure that monitoring systems such as SA-SAMS, assessment and examination systems evolve to deal with emerging priorities, in particular those relating to school completion, learning outcomes and the accountability of schools	4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9	328	3 461	500 Annually	500	No deviation	Not applicable
		4.2.2 Number of NSC reports produced	4	4	4 Annually	4	No deviation	Not applicable

Programme 4: Planning, Information and Assessment							
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from Planned target to Actual Achievement 2020/2021
		4.2.3 Number of question papers set for June and November examinations	260	292	292 Annually	145	-147
According to the APP, the Chief Directorate: National Assessment and Public Examinations (CD: NAPE) had the responsibility to set a total of 292 question papers for June 2020 and November 2020. These include: (a) June 2020 Senior Certificate (SC)/ National Senior Certificate (NSC) examinations – 145 question papers (b) November 2020 NSC examinations – 147 question papers The June 2020 SC/NSC examination was merged with the November 2020 NSC examinations and the 145 question papers for the June 2020 examination were used for the merged examination in November 2020. Given the merge, the targeted 147 question papers for November 2020 were not set. Umalusi approved 142 question papers for June 2020. However, to meet the total of 145 question papers required for June 2020, the following three (3) question papers were sourced from the question paper bank: (a) IsiZulu SAL P1 and P2 (b) Information Technology Paper 1 (backup paper) These papers were approved by Umalusi in a previous examination. Therefore, a total of 140 question papers were uploaded on the S-Drive as evidence. These include 137 question papers from Umalusi's list and three (3) question papers (listed above) from the bank. A total of five (5) question papers listed on Umalusi's list of 142 question papers for June 2020 were not used in the merged November 2020 examination because no candidates had registered to sit for these specific question papers. These papers were not distributed to PEDs and were placed in the question paper bank for subsequent examinations. These papers may not be released to the public or any other stakeholders. They can therefore not be uploaded on the S-Drive as evidence for the November 2020 examination. The five question papers include: November 2020 NSC Examinations (a) Setswana SAL Paper 1 (b) SiSwati SAL Paper 1 and Paper 2 (c) Tshivenda SAL Paper 1 and Paper 2.							

Programme 4: Planning, Information and Assessment								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
		4.2.4 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting	98.2% 21 674/ 22 080	98.2% (21 586/ 21 976)	98% Annually	98.6% 21 480/21 795	+0.6%	Advocacy and Provincial circulars supporting collection of data via SA-SAMS had a positive impact.
		4.2.5 A National Report is produced on the number of provinces monitored for implementation of LURITS	1 report covering 9 provinces monitored	-	Approved National Report on the number of provinces monitored for implementation of LURITS Annually	Approved National Report on the number of provinces monitored for implementation of LURITS	No deviation	Not applicable
		4.2.6 A National Report is produced on learning outcomes linked to the National Assessment Framework	-	-	Approved National Report on learning outcomes linked to the National Assessment Framework Annually	Approved National Report on learning outcomes linked to the National Assessment Framework	No deviation	Not applicable
		4.2.7 A National Report is produced on developing and operationalising a school readiness assessment system	-	-	Approved National Report on developing and operationalising a school readiness assessment system Annually	Approved National Report on developing and operationalising a school readiness assessment system	No deviation	Not applicable

Programme 4: Planning, Information and Assessment								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
Outcome 5: Conduct strategic interventions to assist and develop provincial education systems	Strategic use and monitoring of districts to advance national priorities, as well as additional interventions in all or specific districts to advance the attainment of sector-wide goal in relation to mentorship, development and support of officials at district level	4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme	76	40	33 Annually	33	No deviation	Not applicable
		4.3.2 Percentage of school principals rating the support services of districts as being satisfactory	75% 560/747	0	75% Bi-Annually	57.2% 618/1 080	-17.8%	The deviation is attributed to: Duplication of survey instrument; All survey questions not completed; Data collected with 3 different Google links; electronic survey instruments and hard copy survey instruments
		4.3.3 Percentage of District Directors that have undergone competency assessment prior to their appointment	100% 13/13	100% (8/8)	95% Annually	100% 2/2	+5%	Administration of competency assessment for District Directors (SMS members) is now mandatory.
		4.3.4 Percentage of underperforming schools monitored at least twice a year by district officials for support purposes	-	4% (33/816)	75% Annually	13.8% 371/2 325	-61.2%	Due to COVID-19 the year was shortened by the lockdown and the schedule for the visits by the districts had to change. The visits focused on all the schools and not only underperforming schools. As a result, most schools were visited only once and were therefore not included in the list of schools that were visited twice as stipulated by the indicator. Provinces that were the worst affected by the pandemic, e.g. EC, issued Instruction Notes that prohibited visits to schools so as to contain the virus. Some of the officials who were supposed to visit schools worked from home due to comorbidities and vulnerability as a result of age.
		4.3.5 Number of District Director forums held	-	-	3 Annually	3	No deviation	Not applicable

Programme 4: Planning, Information and Assessment								
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations
		4.3.6. Number of districts in which teacher development has been conducted as per district improvement plan	-	-	55 Annually	61	+6	Most districts value teacher development support

** Actual achievement must be reported in relation to the performance information reflected in the originally tabled Annual Performance Plan (In the instance where a department did not re-table the Annual Performance Plan in the financial year under review) OR in relation to the performance information reflected in the re-tabled Annual Performance Plan.

Strategy to overcome areas of under performance

Indicator 4.3.4: The Department sent School Improvement Support Coordinators (SISCOs) to chronically underperforming schools to check the number of visits that have been conducted so far. The attention of the PEDs will be drawn to the gaps that have been identified. More visits will be made to underperforming schools as the system has an idea of the extent to which schools comply with COVID-19 protocols.

The direct impact of the COVID-19 lockdown was a complete stop to all construction in quarter 1 and only limited construction in quarter 2 due to retained restrictions on the number of workers allowed and on travelling between provinces. The indirect impact was a shortage of building material, specifically cement and roof sheeting. Small contractors were impacted more severely by the lockdown as they typically had smaller financial reserves, resulting in challenges to pay workers and to obtain credit for materials.

The DBE utilises the services of Implementing Agents. In response to every work instruction issued to such Implementing Agents, they prepare an Infrastructure Programme Implementation Plan (IPIP). Such a plan becomes the baseline against which the performance of the Implementing Agent is monitored. Addendums to the MoAs with the Implementing Agents are being prepared to allow for consequence management in case of default by the Implementing Agents.

Agreements with poor performing contractors are terminated and their names are submitted to Construction Industry Development Board (CIDB) for consequence management. Similarly, agreements with poor performing Professional Service Providers are terminated and their names submitted to the relevant councils for consequence management.

Table 60. Progress on Institutional Response to the COVID-19 Pandemic

Budget Programme	Intervention	Geographic location (Province/ District/ local municipality) (Where Possible)	No. of beneficiaries (Where Possible)	Disaggregation of Beneficiaries (Where Possible)	Total budget allocation per intervention (R'000)	Budget spent per intervention	Contribution to the Outputs in the APP (where applicable)	Immediate outcomes
Programme 4	Conducted a study on the impact of COVID-19 in schools	Eight (8) provinces, excluding Gauteng	All PEDs and districts	PEDs and districts	N/A	Only operational budget used when NEEDU team was collecting data to conduct the study.	None	An awareness about what works or does not in schools

COVID-19 has impacted many aspects of people's lives and education programmes were no exception to the disruption it has caused. The Department, as part of the intervention to continue service delivery amid the pandemic, undertook to conduct a study on the impact of COVID-19 in schools. It was noted that the impacts of COVID-19 on schools will have long-term effects. Therefore, a study to generate an understanding and prepare responses that will manage the surge of cases in the school environment was done. The study considered the context of the South African schooling system to provide a balanced response. In the main, the study sought to conduct awareness of what works and what does not work. The Department aimed to further ensure that schools have the additional resources they need to provide a secure learning environment while prioritising the health and safety of learners and teachers.

Table 61. Sub-programme expenditure

Sub – Programme Name	2020/2021			2019/2020		
	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
Programme Management: Planning, Information and Assessment	3 601	3 443	158	5 516	5 448	68
Financial Planning, Information and Management	47 149	46 575	574	47 682	42 901	4 781
School Infrastructure	11 213 579	10 892 440	321 139	12 513 274	12 001 059	512 215
National Assessment and Public Examination	270 399	260 129	10 270	341 744	343 487	(1 743)
National Education Evaluation Unit	15 772	15 571	201	18 944	15 955	2 989
Planning Delivery Oversight Unit	158 438	156 926	1 512	179 546	177 561	1 985
Total	11 708 938	11 375 084	333 854	13 106 706	12 586 411	520 295

The largest cost driver in this programme is infrastructure projects that take about 90% of the total programme budget. About 30% of the year was lost in terms of construction cash flow on SAFE and ASIDI programmes. As factories also closed during the lockdown, the industry experienced a shortage of required materials. This further restricted the capacity of the industry to make up for lost production during the hard lockdown period. Post the lockdown period the programme ensured that catchup plans were put in place to ensure services of the Department are effectively rendered. The implementation of the catchup plans has seen a gradual move of expenditure along the quarters. The Department has also experienced accrual expenditure under the programme as some of the services rendered were paid under the 2020/21 financial year budget.

Under the COVID-19 conditions, the need for an upgraded fully licensed Geographic Information System (GIS) was required to determine the Risk Adjusted Differentiated approach in correctly planning to open schools in the Sector. The need to procure it was therefore prioritised to ensure that the programme adequately responds, to a swift operation amid the pandemic. The availability of the required budget has been critical to ensuring the Department delivers on most of its predetermined objectives such as the number of schools provided with water facilities through ASIDI, number of schools served with emergency water supply and number of schools served with emergency sanitation.

Expenditure on the EMIS System Development, contributed to collecting and availing unit level learner and educator data from the Sector to inform the National Treasury equitable share allocations made to PEDs. The data collected via the EMIS systems and processes contributed to providing learner registrations for the NSC Examinations, saving exorbitant funds under the Examination and Assessment Programme, and eliminating duplication of effort and processes. Furthermore, the expenditure contributed to the achievement of implementing the CAPS Policy via a standardised school administration system implemented in 98% of schools in eight (8) Provinces and achieving the collection of unit level performance information for learners in all Grades. An analysis of the 2019/20 and 2020/21 financial years shows that expenditure for 2019/20 was 98,8% and for 2020/21 was 98,6% against the allocation. Though there are few indicators not achieved in the programme, some of the expenditure in the programme is linked to the accruals from the previous financial year.

4.5. PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

4.5.1. PURPOSE

The purpose of Programme 5 is to monitor and support provinces to implement Care and Support programmes for learning and teaching.

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. LIST OF INSTITUTIONAL OUTCOMES

Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system.

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, psycho-social support, sport and culture as per the *Action Plan to 2024: 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;
- Safety and Enrichment; and
- Social Cohesion and Partnerships.

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 a special focus on learner wellbeing.

CARE AND SUPPORT IN SCHOOLS

Health Promotion

Monitoring of Health Promotion Programmes: 23 schools have been monitored. This includes visits to 11 schools in the OR Tambo district in the Eastern Cape conducted on 30 November and 01 December 2020 to monitor the implementation of the Basic Education Employment Initiative (BEEI); an additional 11 schools were visited in Nelson Mandela Bay on 15 and 16 March 2021; and lastly, Rixile Primary School in Gauteng was visited on 11 March 2021 to monitor the implementation of the Human Papillomavirus (HPV) and Tetanus and Diphtheria (TD) vaccination campaign.

Provincial business plans: On 31 March 2020, the Director-General approved the nine (9) provincial business plans for the HIV and AIDS Life Skills Education Conditional Grant for the 2020/2021 financial year. Upon approval of the business plans, all four (4) tranches to some provinces were transferred, as per the payment schedule.

Conditional Grant Framework and Preliminary allocations for 2021/2022: The approved Conditional Grant Framework for the 2021/2022 financial year together with the provincial preliminary allocation for the 2021 Medium-Term Expenditure Framework (MTEF) was submitted to the National Treasury in December 2020. However, in February 2021, National Treasury requested that the preliminary allocations be revised, as the DBE used the incorrect baseline that was not approved by National Treasury. In this regard, the preliminary allocation and the provincial payment schedule were re-submitted to the National Treasury and provinces on 29 February 2021.

HIV and AIDS Life Skills Inter-Provincial Meetings: The first virtual inter-provincial meeting was held on 4 August 2020, and the second virtual inter-provincial meeting was held on 4 November 2020. The focus of the meetings was to review progress and analyse the implementation and expenditure of the programme, as well as to present the Conditional Grant Framework to guide the development of Business Plans for the 2021-2022 financial year.

Standard Operating Procedures (SOPs) for the Containment and Management of COVID-19 in Schools and School Community Members: The SOPs have been developed to enable schools and the sector to contain and manage COVID-19 in schools and within the sector. The SOPs were subsequently revised to be in line with the revised Disaster Management Act 2002 (Act no 57 of 2002) that was published in Government Gazette 43096. In particular, the section revised was on social distancing. Copies of the laid out and designed SOPs were distributed to all provinces and uploaded to the DBE website.

Inter-provincial meeting on Integrated School Health Programme (ISHP): A planning meeting between the DBE and DoH was held on 21 January 2021. The meeting aimed to discuss and agree on the implementation of the ISHP in 2021. At the end of the meeting, both Departments had agreed on the dates of the first and second rounds of the HPV as well as TD vaccination campaigns. Letters communicating this decision have since been sent to all provinces in February 2021.

Implementation of the Adolescent Girls and Young Women (AGYW) programme funded by Global Fund: By December 2020, a total of 59 714 learners were reached through the core package of services including risk assessment, offering of condoms, and HIV testing services (HTS), in primary and secondary schools.

Government to Government (G2G) Agreement: The G2G work plan was approved by the National Treasury in August 2020, followed by the first tranche being released to the DBE. The advertisement of the G2G vacancies and interviews were completed in February 2021, with all contracts signed in March 2021. The Monitoring and Evaluation tools and indicators were discussed and approved by both the DBE and USAID. The Project Steering Committee has been established and the first Steering Committee meeting was held in March 2021.

Learner Pregnancy Policy: In September 2020, the DPME signed off the draft policy through the Socio-Economic Impact Assessment System (SEIAS) process. The draft Learner Pregnancy Policy was subsequently presented on 16 February 2021 to the Social Protection, Community and Human Development Cluster Technical Working Group and the Social Cluster Directors-General Forum on 3 March 2021. The draft policy has been approved to be presented to Cabinet for final approval in April 2021. In addition, a consultant has been secured to develop the implementation plan and abridged version for the Policy, and the draft implementation plans were received by February 2021.

Under-achievements:

Learner Pregnancy Policy: The finalisation and approval by the Cabinet of the Policy was not realised due to delays compounded by COVID-19 the pandemic. The Policy will serve at the Cabinet meeting in April 2021.

G2G Agreement: The printing of materials did not take place as the National Treasury declined the request to use an existing tender to print the learner workbooks and educator guides. The amendments on the year 1 work plan and the year 2 work plan have been approved by the Director-General and USAID in this regard, and the tender document for printing has been developed to initiate the process.

Deworming of Grade R-7 learners in quintiles 1-3 schools: 84 767 learners were reached during this reporting period instead of the targeted three (3) million. The school deworming programme was affected by the school closure due to the COVID-19 pandemic. As a result, the remainder of the deworming tablets were utilised in health facilities. In this regard, a communique signed by the DBE and DoH providing the status of the donation of Mebendazole tablets for 2020 has been submitted to the World Health Organisation (WHO). Data on the number of learners who will be receiving deworming tablets in 2021, together with the request for the 2021 donation, has also been submitted to the WHO.

Learners reached through the ISHP programme: A total of 268 077 learners (233 525 received general health screening and 34 552 learners were immunised), instead of 1.3 million have been reached through health screening and immunisation programmes. The statistics include learners reached in 2020 and exclude the reach of 2020/2021 Quarter four (4), as the HPV and TD vaccines are currently underway since 1 March 2021 and will be completed on 12 April 2021.

School Nutrition

The National School Nutrition Programme (NSNP) is a key government programme that aims to provide daily nutritious meals to enhance the learning capacity of learners, especially those from poor households. In terms of the Grant Framework, priority is towards learners from quintiles 1 – 3 schools. However, due to learner ‘migration’ to suburban schools, the PEDs have also identified learners in quintiles 4 and 5 schools who experience food insecurity. Monitoring is a key responsibility required at the national, provincial, district and school levels; this is aimed at ensuring effective implementation and compliance with feeding requirements.

Overall, the unprecedented COVID-19 pandemic has harmed the performance of this programme due to all programmes in the education sector being suspended, including the NSNP. As a result, school monitoring as a key activity for the National Department was also suspended due to COVID-19 restrictions.

School Feeding Monitoring: 117 schools in 32 districts were monitored, thus exceeding the target by two (2) schools, as per Table below. Due to COVID-19, monitoring was conducted telephonically to determine if schools were feeding learners after the schools re-opened in the second week of June 2020 for Grades 7 and 12 learners, and subsequently as all other Grades were phased-in during the second quarter on a rotational basis. The schools that were contacted comprised 75 primary, 37 secondary and five (5) combined schools; ranging from quintiles 1 - 5 spread across all provinces, and broken down on the table below:

Table 62. Monitoring of School Feeding

Type of School* * Quintile Cross Tabulation							
		Quintile					Total
		Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	
Type of School	Primary	32	15	24	2	2	75
	Secondary	15	11	10	0	1	37
	Combined	2	2	1	0	0	5
Total		49	28	35	2	3	117

Feeding of learners: During the COVID-19 lockdown, the DBE in close collaboration with all PEDs made a commitment that all beneficiaries of the NSNP will receive meals whether attending school or not. This was made possible through the 2020/2021 risk-adjusted school calendar as declared by the Minister of Basic Education. There was strict adherence to social distancing and wearing of masks (e.g. while learners lined up to collect meals). The DBE provided guidance and support to PEDs to implement the three (3) feeding modalities to benefit learners as follows:

- Cooked meals served to learners attending school (e.g. Grade 9 and 12);
- Collection of meals by learners not attending; and
- Collection and/or distribution of food parcels.

All the schools that were contacted telephonically, reported that learners received meals and the programme was operational, while learners attended school on a rotational basis. School Principals indicated that learners collected their meals from school but not everyone did. The challenge facing schools was that most learners did not come to school on the day not scheduled to come to school, and this resulted in food wastage. Learners were, however, encouraged to take food rations home. To ensure that all learners were reached, schools were encouraged to prepare food parcels for learners. These were given to learners or collected by parents if learners were not able to come.

Nutrition Education (NE): The main objective of NE in schools is to enhance knowledge of good nutrition and healthy lifestyles among learners, educators, school administrators, parents, food handlers, school vendors and tuck-shop operators. NE further seeks to mobilise school communities to adopt and sustain lifestyle choices that enhance learner health and well-being. In response to COVID-19, the Department refocused its approach towards the use of social media platforms in sharing key messages on NE, with a special focus on COVID-19, health and hygiene as well as food safety. A plan was developed for social media virtual awareness/advocacy campaigns in all provinces. Initially, plans were made to undertake virtual training on COVID-19 related information for Volunteer Food Handlers (VFHs). Furthermore, it was concluded that for the 2020/21 financial year, NE activities would not include mass gatherings to commemorate the World School Milk Day and National Nutrition and Obesity Week.

The 2020/21 financial year pushed the DBE to focus on the use of digital platforms, as such, scripts were developed for breakfast messages and a video clip approved by Senior Management. Key messages on hygiene and safety for VFHs were shared with the Department's Communications Unit for publication and posting on social media platforms and the DBE website. A poster on COVID-19 Health and Safety Precautions for VFHs was developed and printed, with 50 500 copies distributed to schools, through PEDs and districts. During this period production of two (2) short video clips on breakfast were initiated. The theme for National Nutrition and Obesity Week (NNOW) was *Good Nutrition for Good Immunity*. The concept on NNOW, question and answers, messages and infographic were finalised and shared with the provinces. UNICEF donated 50 000 printed copies (posters) for NNOW which were distributed to all provinces.

The NE team's focus was on the development of messages through video clips on healthy living and good practices in the NSNP. The DBE produced 10 video clips in the 2020/21 financial year, three (3) in Gauteng, four (4) in Free State and three (3) in North West. The video clips are aligned to topics on CAPS and will be utilised as digital teaching aids and resources during the curriculum delivery and/or teaching and learning. Nestle SA further supported the NSNP in sponsoring four (4) video clips as part of NNOW. The videos focus on NE to create a healthy school environment.

COVID-19 Interventions: The NSNP amended the Conditional Grant Framework to include measures to address safety and hygiene as well as adjusted school feeding as follows:

- To respond to the COVID-19 pandemic, provinces were advised to utilise grant funds for additional sanitisation in food preparation and distribution areas and the provision of Personal Protective Equipment (PPEs) for food handlers.
- Provinces were required to report on COVID-19 activities as part of their quarterly reports submitted in terms of the requirements of section 12 of the DoRA.
- Provinces also submitted adjusted business plans with guidance from the DBE as well as deviation requests. The serving of nutritious meals has been well maintained.

Following the Gauteng North High Court judgement against the Department on 18 July 2020, there was a directive *“to provide meals to qualifying learners whether attending school or not”* during the lockdown and all provinces complied by submitting implementation plans. The Department was further instructed to provide Court Reports (including MECs) every 15 days. To date, 10 Minister’s Reports have been submitted to the High Court without fail on the number of learners provided with meals and the general implementation of the Programme.

Best Schools Awards: Since 2010, the programme has recognised best practices and excellence through the NSNP Best Schools Awards. The Awards are held annually to raise the profile of the programme. Many schools across the country have benefitted in receiving cooking and eating utensils, kitchen equipment and donated kitchens as prizes. Provinces were required to nominate one (1) school and one (1) district for the Awards. However, due to COVID-19, a decision not to hold celebrations with mass gatherings was taken. It was then opted that nominees will receive prizes as the winners of this competition. The Awards are intended to inspire schools to excel in the delivery of the programme.

2019/2020 Awards: The prizes for the 2019/2020 winners were couriered to seven (7) schools that participated in the Best Schools Awards following long delays due to COVID-19. The Department is in the process, working with the Eastern Cape Department of Education, to officially announce the winner of the 2019/2020 Best School on 11 June 2021 at Cenyi Primary School, Eastern Cape.

2020/2021 Awards: The 2020/2021 guidelines, nomination and adjudication process of the Best Schools and District Awards were achieved. The final adjudication for the 2020/2021 Best Schools Awards was held on 26 November 2020. Only five (5) provinces submitted nominations and three (3) provinces did not submit, including Northern Cape, Gauteng, and North West. KwaZulu-Natal was disqualified as only the list of school names was submitted and not the profiles of these schools’ best practices. Only one (1) district nomination was received from LP. All procured prizes for eight (8) schools are in the process of being distributed to the schools. The Tiger Brands Foundation has once again committed to build a kitchen for the winning school.

Partnerships: During the initial lockdown when the COVID-19 pandemic was declared, the DBE worked in close collaboration with sector departments including DSD and business partners to donate food parcels to households. This was aimed at addressing food insecurity and hunger for learners during the hard lockdown. The following are some of the partners:

- Pioneer Foods/Pepsi Co – donated 34 000kg maize meal (12,5kg bags) in Gauteng. The PepsiCo Foundation donated food worth R12 million to provide 11 million nutritious meals. The funds were shared amongst Food Forward, the Red Cross and the Solidarity Fund. A further donation of 420 cases (1 case = 1Litre x12) concentrated juice was provided to the KwaZulu-Natal food distribution centres.
- Tiger Brands Foundation (TBF) – provided food parcels to schools that benefit from the in-school breakfast programme. A total of 20 726 food parcels were donated by the TBF with the assistance of their corporate partners e.g. Sishen Solar Facility, B@B Construction, Reisa Solar Field, Karoshoek Solar One and TBF staff to learners in schools that participate in the foundation’s in-school breakfast programme.

- Feed, Uplift, Educate and Love (FUEL) – a non-governmental organisation donated R100 000 to Solidarity Fund. DSD and the Solidarity Fund signed a MoU to jointly fund and facilitate 58 750 food parcels for households that are beneficiaries of the 240 Community Nutrition Distribution Centres across the country.
- Other donations in the NSNP network included service provider donations viz. Tekweni Foods, a service provider that donated 100 cases each of Viva soup powder and soya mince in KwaZulu-Natal; and Awesome Distributors donated R800 000 worth of food items in stock to the Gauteng DSD Distribution Centres to support households with support from a group of service providers including Lesito Distributors t/a LTC Holdings, Vital Change, Cheapest CMA Trading, Keatile Trading, Mbanga Trading Enterprises, Umnothowetho Trading, Curatron, Emthunzini Aircon and Refrigeration, Noxolo Community Healthcare and Bridging the Gap.

The Department has acknowledged all annual donations from various partners for 2020 contributions from stakeholders to support the NSNP, namely, Kellogg's SA (total value at R10 263 303), Pioneer Foods (R5 992 513) whose majority shares were acquired by PepsiCo, Tiger Brands Foundation (R24 291 602); FUEL contribution for monitoring support (R 4 500 000) as well as Nestle SA (R 355 046) and Sigalo Foods (R1 100 000) for the NE initiative.

Pyscho-Social Support (PSS)

Support the Sector on the COVID-19 Intervention: Province-specific COVID-19 psychosocial support plans were developed. Psychosocial inputs were submitted for inclusion on the Orientation Framework for Teachers and SOPs produced by the Department. The details of organisations at the National and Provincial levels that offered to provide services to children and teachers including budgets where relevant, were compiled. These were forwarded to the PSS provincial coordinators. In addition, a poster with PSS helpline and call centre details was also shared with the provincial coordinators to forward to districts and schools.

Collaboration with DoH and DSD: Due to the high impact of COVID-19 on the mental health of learners and teachers, and the limited psychosocial support capacity within the sector, several PEDs collaborated with the DoH and DSD as well as other psychosocial support NGOs to form transversal teams that provided debriefing of both learners and staff. However, the DoH has been inundated with requests from the public in some provinces, resulting in the support provided to schools being limited. The schools continue to work with the DSD; in Gauteng, Free State and North West, the DSD have provided the PEDs with social work interns to support schools.

Collaboration with UNICEF and ChildLine: The DBE has partnered with UNICEF to mobilise support for learners and educators. In this regard, UNICEF has contracted ChildLine to provide services to children through their call centres. The Department disburses a grant to ChildLine annually towards the maintenance of these call centres, this facilitates access to telephone counselling services for learners. Through this partnership, UNICEF has further strengthened the capacity of ChildLine with additional funding to reach more children. The DBE has developed a poster with details of various ChildLine national centres. The poster has been shared with provincial coordinators as well as placed in the Guide for Learner Support Agents (LSAs) and schools on providing Psychosocial Support to schools.

NECT ward-based system: The NECT engaged with communities among their target districts in the Eastern Cape, Limpopo, Mpumalanga and North West. The process involved the training on the COVID-19 Psychosocial Support Responders' Guide as adapted from the WHO Guide, culminating in the formation of ward committees to improve the well-being of all people in the community and strengthen resilience to cope with any form of adversity.

The total number of participants who have been trained in the wards:

- 759 participants were trained in Phase One (modules 1-3) in 26 wards across four (4) provinces; and
- 260 participants were trained in Phase two (modules 1-6) in 11 wards across four (4) provinces.

The remaining 423 participants in 15 wards must still be trained in Phase Two (modules 4-6).

The Guide for Learner Support agents (LSAs) and Schools on Providing Psychosocial Support to Learners: The DBE previously developed the Guide to assist schools to provide basic levels of social and emotional support to learners. The Guide defines psychosocial support, assists the schools to use communication skills to assess and support or refer learners. It further includes various tools embedded in the SIAS for identifying learners experiencing psychosocial barriers. The final version of the Guide was shared electronically with all provincial coordinators to further distribute to district officials and schools.

The Department trained the LSAs in the Fezile Dabi District on the Guide on 31 July 2020. Further to this, an orientation for Free State social work interns seconded by the DSD was conducted through Zoom where 54 social workers attended together with coordinators in the Free State PED. District officials from the DSD and DoH also attended.

Common Elementary Treatment Approach (CETA) training: The DBE has collaborated with the John Hopkins University as well as the University of Johannesburg (UJ) to provide training on the CETA as a means to capacitate the sector in providing psychosocial support to learners and educators. CETA is an approach that combines various psychotherapeutic tools for the treatment of mental health problems such as depression, anxiety, substance use, trauma and stress-related disorders. This training is aimed at non-mental health professionals to enable them to assist individuals and groups in resource-limited settings. This approach involves education, skills building, talking about difficult memories and problem-solving. CETA uses an apprenticeship model to ensure quality and support.

The DBE training will be targeting LSAs that have been placed in schools in various districts. The initial target group referred to as Master Trainers has been identified, and interviewed. It comprises 40 professionals from PEDs as well as partner organisations. A Steering Committee has been formalised and comprises various stakeholders such as the Cyril Ramaphosa Foundation, UNICEF, UJ, the NECT and Regional Psychosocial Support Initiative (REPSSI) and meet regularly for feedback and inputs.

Inter-provincial meeting: On 17 April 2020, a teleconference was held with provincial coordinators to develop psychosocial support plans for the COVID-19 intervention. The Department held a virtual interprovincial meeting to follow up on the implementation of the COVID-19 recovery plans on 7 July 2020. At the meeting, provinces provided their updates on human resources for psychosocial support, partnerships to reach schools and budgets. In this regard, children that are experiencing trauma are being referred to the DSD and in provinces such as KwaZulu-Natal, where there is a response team consisting of Education, Health and Social Development. Several provinces also indicated that ChildLine and Lifeline have been supportive to learners. LSAs continued to support learners remotely. Some had started Facebook and WhatsApp communication such as in Fezile Dabi. Child and youth care workers in Pietermaritzburg and Fezile Dabi also use WhatsApp to support children. They further provided data through the DG Murray Trust to learners who needed a contact. Grade 12 learners in their programmes are also being assisted.

In addition, the third interprovincial meeting was held in December 2020 with the focus on briefing the provincial coordinators on the CETA that the DBE is planning to implement to address mental health problems. Officials were further briefed about the *My Pandemic Story* workbooks that have been developed by the University of Cape Town to assist learners with self-expression on their experiences of COVID-19.

Implementation of the Isibindi Ezikoleni Programme: The Isibindi Ezikoleni programme is doing well, particularly in KwaZulu-Natal, Free State and Northern Cape to dealing with dropouts by visiting learners especially those in Grade 12 to encourage their return to school. They continue to use gate duty as a way of identifying learners that are consistently late to follow up and provide support. They further work with educators to monitor absenteeism. The educator records are then used to follow up with the learners at home. Since the initial re-opening of schools after level 5 of COVID-19 restrictions, almost 100% of matriculants have returned to schools. In addition, home visits are also conducted to talk to parents of pregnant learners who did not want to return to school.

Under-achievements:

Face-to-face training of provinces and monitoring was not done due to COVID-19 restrictions, and the Guide on Attention Deficit Hyperactivity Disorder (ADHD) identification and Management was not finalised due to a focus on psychosocial matters.

PARTNERSHIPS IN EDUCATION

Safety in Education

National School Safety Framework (NSSF) Monitoring: 43 districts were targeted and monitored in the 2020/21 financial year.

Anti-Gangsterism Strategy: The implementation of the Anti-Gangsterism strategy began in 2016, the work is ongoing as gang activities are fluid and cannot be predicted. The Department features in Pillar 1 and 2 (Human Development and Social Partnerships) of the strategy. Gangsterism and its activities remain a priority at the National Joints Committee (NatJoints), chaired by the South African Police Services (SAPS), South African National Defence Force (SANDF) as well as State Security. Departments give regular reports about gang-related activities happening in and around schools.

Disaster Risk Management: The development of the Disaster Management tool has been finalised and piloted in the Free State province. The next phase is to start implementation in Mpumalanga and three (3) other provinces in the first quarter of the 2021/22 financial year. In addition, the Department signed a collaborative protocol with the Department of Cooperative Governance (National Disaster Management Centre) on Disaster Risk Reduction in the Basic Education Sector.

Lastly, the DBE takes school safety very seriously and as an apex priority, the Department has put in place various measures to ensure a strong foundation for the management of safety in schools, including the following:

- The NSSF has been developed to empower all role players in understanding their responsibilities regarding school safety, including identifying safety issues and threats, all the way through to developing an action plan for the school.
- In the context of the NSFF, the School Safety Diagnostic is used to determine if a school has the basic requirements (minimum standards) in place to be able to implement the NSSF.
- The School Safety Committee at each school leads the efforts to identify school safety needs, select appropriate interventions based on the needs identified, garner support from stakeholders for the school safety plan, and monitor the effectiveness of the school safety initiatives.

Sport and Enrichment in Education

South African Schools Choral Eisteddfod (SASCE): According to the SASCE project management life cycle, district competitions were scheduled to commence in May 2020, across all provinces. This was intercepted by the national lockdown, as a result of the COVID-19 pandemic. Like many other programmes, the lockdown has consequently affected the staging of the 2020 edition of the SASCE programme. To this end, the 2020 SASCE syllabus was deferred to 2021, however, the following achievements were realised in the current reporting year:

A virtual SASCE Prescription Committee meeting was held on 08 April 2020. The meeting aimed to remodel and reschedule the SASCE programme, including starting the process of the 2021 SASCE music syllabus.

Partnership with the Cape Town Opera (CTO): SASCE is a mass participation programme, made up of school choirs to a maximum of 60 choristers. Solo performances are also included in the programme. Through this partnership, the CTO has developed a 13-module e-learning material that will be utilised by learners and conductors as a guiding tool, more specifically for the solo performers. The various professionals trained through the SASCE development wing will also access the e-learning material so that the system is well prepared for the envisioned 2021 SASCE programme. The 13 modular material has been packaged such that each of the five (5) identified categories will have two (2) modules as follows:

- the actual performance of the song, performed by a professional artist, courtesy of the CTO; and
- the artistic explanation of each song.

All 13 modules are available on YouTube.

The SASCE National Coordinating Committee (NCC) virtual meeting was held on 25 November 2020, to plan for the 2021 edition of the SASCE programme within the context of COVID-19. To ensure comprehensive consultation, which would later inform the system on a way forward, the meeting was extended to and attended by various stakeholders, including the nine (9) provincial coordinators, teacher unions and the SASCE artistic sub-committee.

Lastly, a consultative meeting with the SASCE provincial coordinators was held on 12 March 2021. The meeting was intended to advise the sector on possible COVID-19 interventions that could be devised to host the SASCE competitions in 2021. With SASCE being a mass participation programme that involves choirs presenting a maximum of 60 voices (number of learners within a choir), some of the models proposed include limiting the number of categories in the programme.

School Sport: Following the successful School Sport Multi-Stakeholder meeting held from 21 - 23 January 2020, where the draft Co-Curricular and Enrichment Policy was presented to stakeholders, the draft policy was circulated to all stakeholders for inputs. Inputs from the stakeholders have been received and infused into the draft document. In addition, on 23 October 2020, the draft policy was presented to the Senior Management of the Department for further inputs. This was then followed by the presentation to the Dreamfields meeting on 4 November 2020.

On the implementation of the MoU between the DBE and DSAC, there have been several engagements between the two (2) Departments over this period, to look at eight (8) specific areas, these include:

- Joint ownership and chairing of the MoU process by the DBE and DSAC;
- Establishment of School Sport Structures;
- Adherence to Norms and Standards of Schools Infrastructure by the DBE;
- Allocation of resources for School Sport;
- Effective implementation of Physical Education and provision of School Sport;
- Establishment of School Sport Leagues;
- Development of a 5-year strategic plan; and
- Scholar Transport.

Physical Education: The DBE in partnership with Active Education, Amaven and Gymnastic South Africa developed and shared e-learning material that supports individual physical activity and fitness.

Spelling Bee and Reading Clubs Programme: The comprehensive implementation report for the 2019/2020 DBE Spelling Bee has been completed. The report covers both the English and the Spelling Bee in African Indigenous Languages (SBAILs).

The Tshivenda spelling word list has been updated and uploaded to the DBE website. The Setswana Spelling Bee word list has been prepared and quality-checked by subject specialists from Northern Cape, Gauteng and Free State; it is ready for uploading for schools to take part in the SBAILA. The isiZulu Spelling Bee word list has also been finalised with the help of subject specialists from MP and KwaZulu-Natal; it is also ready for uploading for easy access by schools. Furthermore, the Spelling Bee home page on the DBE website has been updated.

Lastly, a refresher workshop in preparation for the implementation of the Spelling Bee in English was virtually conducted for the Gauteng coordinators on 17 February 2021 where 35 Subject Advisors, as well as officials from the Enrichment Section, attended.

Arts and Culture: The Department met with Dance Sports South Africa to establish a partnership in the implementation of school dance competitions. A Dance Competition Manual that will guide this competition has been drafted.

Monitoring school readiness to re-open after hard lockdown: 19 schools were monitored in June 2020 and were all ready to re-open.

Under-achievements:

The outbreak of COVID-19 led to the suspension of all Co-Curricular and Enrichment Programmes in the Education Sector.

Social Cohesion and Equity in Education

The DBE's multimedia campaign: The DBE held a workshop with relevant stakeholders on communication and messaging for School-Related Gender-Based Violence (SRGBV) including promotion of positive masculinities. The messaging instils debate and discussions on SRGBV. The multimedia campaign is being carried out through DBE's various social media, web-based, online and digital platforms including advertorials on national television and radio.

Violence Prevention and Child Protection Action Group: An action group on violence prevention and child protection has been formed as a partnership between the DBE, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), UNICEF, Media Monitoring Africa (MMA) and Agape Youth Movement (AYM). The action group coordinates responses to the impact of COVID-19 on the safety of learners from violence and Gender-Based Violence (GBV). A series of webinars have been held to generate a multi-stakeholder exchange on innovative ways to address the impact of violence against children. Six (6) webinars were facilitated in KwaZulu-Natal, Limpopo, and Eastern Cape from July to September 2020, and focused on topics such as coping mechanisms for mental health, digital tools to support violence prevention, learner-led interventions and leadership agency amongst learners.

GBV Prevention work with Wits Reproductive Health and HIV Institute (WITS RHI): In support of the DBE on violence prevention, online training for educators has been prepared. The focus of the training is on the Protocol for the Management of Sexual Abuse and Harassment in Schools. The digitisation of NSSF with its tools; Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools as well as the Protocol Dealing with Incidences of Corporal Punishment has been completed. The purpose is to develop capacity in the DBE to be able to better deal with school safety issues.

District Advocacy and Awareness Raising on the NSSF and Protocol on Reporting and Management of Sexual Abuse in Schools: The DBE hosted two (2) virtual district workshops in North West and Gauteng. The workshops were intended to assist with the rollout of the NSSF at schools, while also unpacking the steps in reporting and managing sexual abuse and harassment in schools. Both the summarised and the full version of the Protocol were distributed to all workshop participants, as well as the fact sheet. The print-ready electronic version has been provided to the province for further printing and distribution.

National Strategic Plan on Gender-Based Violence and Femicide (GBVF): The strategy document set out to provide a cohesive strategic framework to guide the national response to the GBVF crisis, guides accountability, coordination, prevention, and research on matters of GBVF. The GBVF national strategic plan was launched in April 2020 by the President of South Africa.

Sexual Offences and Related Matters Amendment Act 32 of 2007 annual (SORMAA) report: The DBE has compiled the annual SORMAA report and submitted it to the Department of Justice and Constitutional Development (DoJ&CD).

Jamboree for Future Choices: Two (2) Jamborees were held in Sedibeng West in GP and John Taole Gaetsewe in Northern Cape. The aim was to implement the Integrated Service Delivery programme where learners received career awareness and access to a range of public services in the areas of health, poverty alleviation, psychosocial support, sport, arts and culture.

Gender Responsive Pedagogy Toolkit for Early Childhood Education (GRP4ECE): The contextualised GRP4ECE toolkit has been finalised. Plans are underway to initiate the phased implementation in five (5) provinces: EC, KZN, FS, NW and NC. The toolkit intends to address gender-responsive pedagogy focusing on play-based learning to capacitate school leaders and teachers. The ETDP-SETA has made an additional investment of R20 million towards the implementation.

Girls and Boys Education Movement (GBEM) Online Dialogues: The DBE and UNICEF through a joint initiative in promoting child participation and capacitation, held GBEM Online Dialogues in Gauteng, KwaZulu-Natal, Limpopo and Mpumalanga. The purpose of the dialogues was to ensure learners continue to actively participate in GBEM Youth Leadership life-skills sessions and have relevant discussions related to self-awareness, children's rights and responsibilities, gender equality, sexual reproductive health, HIV/AIDS, school-related violence, peer pressure and substance abuse. A total number of 1 088 learners were reached through the sessions that covered issues relating to school-related GBV, preventing teen pregnancy, and learning to say no etc.

The National School Moot Court Competition: The draft MoU for the National School Moot Court Competition has been developed and shared with the South African Human Rights Commission (SAHRC). On 09 March 2021, the National Schools Moot Court Programme held a virtual workshop for provincial coordinators, district officials and partners who implement the programme in provinces and districts. The session covered an overview of the guidelines and procedures for Essay Writing for National Schools Moot Court Problem Statement 2021. This included the analysis of the resource pack, the application of the case laws and the oral argument presentation. A total number of 58 officials representing seven (7) of the nine (9) provinces attended the virtual workshop.

Distribution of the Slimline Constitution Booklets: The printing plan has been concluded with the DoJ&CD. The distribution intends to reach an estimation of 696 229 learners in all districts across all provinces.

Administration of Truth and Reconciliation Commission (TRC) Educational Assistance Programme: A cumulative number of 1 386 applications of the 2 000 applications received have been processed and paid during the 2020/21 financial year. Due to COVID-19, members of the public were unable to provide full supporting documentation, therefore, the application process is lagging. The DBE has collaborated with the DoJ&CD in amending regulation 3 subsections 3 of the TRC Act of 1998 to modify business processes to the advantage of members of the public and to expedite the application processing.

Techno-Girl Review and 2021 Plans: The Techno-Girl Programme originated as an offshoot of the Girls and Boys Education Movement (GBEM), which creates a national pool of girls who are empowered to make positive decisions that affect their lives, and taught skills that raises their confidence and power to positively transform their lives. The Techno-Girl programme aims to provide girls with access to the world of work to enable them to take up scarce careers required by the economy. The programme maintains an exclusive focus on careers in Science, Technology, Engineering and Mathematics (STEM) fields.

Due to COVID-19, the programme had to change focus in the manner it was implemented:

- Virtual engagements were introduced during 2020, where mentors from interested companies were identified to mentor young girls. This method presented an opportunity of creating a bigger pool of young girls who can participate and benefit from the programme. The biggest challenge, which partners are working tirelessly to overcome, is the issue of connectivity and availability of data, and laptops/smartphones or tablets.
- Engagements with provincial and district coordinators were held to discuss 2021 plans. The main purpose is for each province to prepare all-girl learners for 2021 intake during April 2021. Currently, it is only schools with connectivity that will participate until a better and improved plan is in place in connecting other schools. Plans are afoot to ensure that even those schools without or are struggling with connectivity, are included.

Under-achievements:

- All co-curricular activities were suspended due to the COVID-19 pandemic, including the iNkosi Albert Luthuli Oral History Project, Nationals Moot Court, Heritage Outreach School Project, Human Rights engagements and Youth Citizens Action Programme (YCAP). The Department is working with partners to develop an alternative course of action and revised programme format, modality and methodology for the next academic year.
- 614 applications out of 2 000 of the TRC Educational Assistance programme have not been processed due to COVID-19.

Table 63. Programme 5: Report against the originally tabled Annual Performance Plan until date of re-tabling

Programme 5: Educational Enrichment Services									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	*Actual Achievement 2020/2021 until the date of re-tabling	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system	Ensure that policies relating to care and support services evolve to deal with emerging priorities, including those relating to school nutrition, school safety, social cohesion, and learner health and wellness	5.1.2 Number of professionals trained in SASCE programmes	973	884	900 Annually	2021 SASCE syllabus completed	Milestone recorded	Not applicable	5.1.2 Remove indicator for 2020/21
		5.1.4 Number of districts monitored and supported in the implementation of the National School Safety Framework (NSSF), social cohesion, sport and enrichment programmes	106	79	75 Quarterly	Nil	-22	Due to lockdown there were no districts monitored during the quarter.	5.1.3 2020/21 target: 43 5.1.3 The targets read: Annual: 43 Q1: 14 Q2: 12 Q3: 13 Q4: 10

Programme 5: Educational Enrichment Services									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	*Actual Achievement 2020/2021 until the date of re-tabling	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
		5.1.5 Number of stakeholder engagements held to promote the Constitution and its values using social cohesion, sports and enrichment programmes	-	-	4 Quarterly	3	+2	The programme of engagements was migrated to virtual platforms, enabling the DBE to organise more and quicker sessions without the usual elimination rounds and travel logistics.	Indicator title and targets should read: 5.1.4 Number of learners, educators, parents, SGBs and other education stakeholders reached through social cohesion programmes 2020/21: 7 500 2021/22: 8 000 2022/23: 8 000 5.1.4 Indicator title should read: Number of learners, educators, parents, SGBs and other education stakeholders reached through social cohesion programmes The targets should read: Annual: 7500 Q1: 2 000 Q2: 2 500 Q3: 500 Q4: 2 500

*Actual achievement must be reported to the performance information reflected in the originally tabled Annual Performance Plan until date of re-tabling (In the instance where a department has re-tabled an Annual Performance Plan in the financial year under review).

Table 64. Programme 5: Report against the re-tabled Annual Performance Plan

Programme 5: Educational Enrichment Services									
Outcome	Output	Output Indicator	Audited Actual Performance 2018/2019	Audited Actual Performance 2019/2020	Planned Annual Target 2020/2021	**Actual Achievement 2020/2021	Deviation from planned target to Actual Achievement 2020/2021	Reasons for deviations	
Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system	Ensure that policies relating to care and support services evolve to deal with emerging priorities, including those relating to school nutrition, school safety, social cohesion, and learner health and wellness	5.1.1 Number of schools monitored for the provision of nutritious meals	135	146	115 Quarterly	117	+2	The target has been exceeded by +2, because monitoring was intensified in 2020 following the Gauteng North High Court judgement against the Minister and eight MECs "to feed qualifying learners whether attending school or not" during the COVID-19 lockdown.	
		5.1.2 Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme	-	9	9 Annually	9	No deviation	Not applicable	
		5.1.3 Number of districts monitored and supported in the implementation of the National School Safety Framework (NSSF), social cohesion, sport and enrichment programmes	106	79	43 Quarterly	Q1: 0 Q2: 11 Q3: 16 Q4: 16 Total: 43	No deviation	Not applicable	
		5.1.4 Number of learners, educators, parents, SGBs and other educators stakeholders reached through social cohesion programmes	7 511	7 510	7500 Quarterly	Q1: 307 Q2: 693 Q3: 1 479 Q4: 1 266 Total: 3 745	-3 755	The Minister of Basic Education suspended all co-curricular activities due to COVID-19.	

**Actual achievement must be reported in relation to the performance information reflected in the originally tabled Annual Performance Plan (In the instance where a

department did not re-table the Annual Performance Plan in the financial year under review) OR in relation to the performance information reflected in the re-tabled Annual Performance Plan.

Strategy to overcome areas of underperformance

Indicator 5.1.4 did not achieve the target due to the planning uncertainty imposed by the COVID-19 pandemic, resulting in the Social Cohesion and Equity unit resolving to migrate to multimedia platforms for delivery. In addition, a reduction of targets has been effected for the subsequent performance reporting cycles.

Reporting on the Institutional Response to the COVID-19 Pandemic

Table 65: Progress on Institutional Response to the COVID-19 Pandemic

Budget Programme	Intervention	Geographic location (Province/ District/local municipality) (Where Possible)	No. of beneficiaries (Where Possible)	Disaggregation of Beneficiaries (Where Possible)	Total budget allocation per intervention (R'000)	Budget spent per intervention	Contribution to the Outputs in the APP (where applicable)	Immediate outcomes
Programme 5	Extended Hand Hygiene Programme Educational material-teacher guides, learner workbooks)	All provinces	All learners			R115,000.00		Heightened knowledge and improved behaviour on handwashing
	Lifebuoy: 2 million units (total) -Hand sanitisers -Liquid soap -Bar soap	Gauteng, KwaZulu-Natal, Eastern Cape, Mpumalanga, Northern Cape, North West, Free State and Limpopo	Learners and DBE officials			R40 million		Proper handwashing practises
	Domestos: 800 000 Domestos Sachets -Digital material on cleaning toilets (training manual and presentation, poster on hot spot areas for germs, video clips on focal areas for cleaning toilets translated in Zulu, English and Sotho	All provinces	Primary Schools			R1.690 million		Proper cleaning of toilets to avoid spreading of germs
Programme 5	COVID-19 Support		-	N/A	R59 604 million HIV and AIDS Life Skill conditional grant cut to support COVID-19 response		N/A	Ensure Health and Safety of learners and employees

Budget Programme	Intervention	Geographic location (Province/ District/local municipality) (Where Possible)	No. of beneficiaries (Where Possible)	Disaggregation of Beneficiaries (Where Possible)	Total budget allocation per intervention (R'000)	Budget spent per intervention	Contribution to the Outputs in the APP (where applicable)	Immediate outcomes
Programme 5	Printing of the COVID-19 SOPs for the prevention, containment and management of COVID-19 in schools and communities	All provinces	Quintile 1 – 3 schools	Quintile 1 - 3	R340 000.00	R340 000.00	N/A	Ensure Health and Safety of learners and employees
Programme 5	Guideline document on Volunteer Food Handlers (VFHs) Safety Hygiene, Safety and Health messages developed (poster and infographics).	Posters on COVID-19 Health and Safety precautions for VFHs and Sustainable Food-Based Dietary Guidelines (SFBDG) were printed sent to all nine provinces. DBE media platforms i.e. website and social media used to share the material with the public	51 000 posters for 16 660 schools for VFH Learners, and Educators		R850 000	R883 985.33	Improved safety and hygiene of the NSNP meals	Improved hygiene and safety practices of VFHs and teachers
Programme 5	Nutrition Education-media advocacy/ awareness through video clip campaign in response to COVID-19 pandemic, Procurement of detergents/ cleaning materials (3 x 1,5 litre Handy Andy, 3 x 1,5-litre Jik/bleach, 3 x 1,5 liquid soaps, 3 x Sunlight bar soap, 9 x dishcloths, 3 x pot scrubs and 3 x 750ml Domestos) for the NSNP kitchens as a token of appreciations for 6 schools that participated in video productions for VFHs in Free State and North West	Gauteng Tshwane South District: Nellmapius Primary School Tshwane North District: Magalelagase Primary school Tshwane North District: Magalelagase Primary School Free State Fezile Dabi: Schonkenville Primary School Fezile Dabi: Vredefort Primary School Lejweleputswa District: Golden Park Primary School (Welkom) Fezile Dabi: Taaibos Primary School North West Bojanala District: Lepono Primary School Bojanala District: Mpehobatho Primary School Bojanala District: Mmatlhame Primary School	10 Short video productions were conducted in 6 schools where 120 learners, 45 educators and 55 VFHs participated				Improved safety and hygiene of the NSNP meals	Improved hygiene and safety practices of VFHs, learners and teachers

Budget Programme	Intervention	Geographic location (Province/ District/local municipality) (Where Possible)	No. of beneficiaries (Where Possible)	Disaggregation of Beneficiaries (Where Possible)	Total budget allocation per intervention (R'000)	Budget spent per intervention	Contribution to the Outputs in the APP (where applicable)	Immediate outcomes
Programme 5	Action Programme for Violence Prevention and Child Protection as well as the TRC Bursary under the new regulations that were revised as a result of the COVID-19 Lockdown	All Provinces	7 231	Not possible It was online, digital and virtual activity (including social media engagements)	Action Programme externally funded by social partners TRC Bursary allocated R10m	Externally funded by social partners As at 31 December 2020, the expenditure was at 100%	3 745 participants reported against indicator 5.1.4 Number of learners, educators, parents, SGBs and other stakeholders reached through social cohesion programmes	Learners received information about gender-based violence as a second pandemic to COVID-19, were able to access GBV services and were connected to various community resources for prevention and post-violence care. Pay-out to TRC Bursary recipients was accelerated despite the COVID-19 situation.

Budget Programme	Intervention	Geographic location (Province/ District/local municipality) (Where Possible)	No. of beneficiaries (Where Possible)	Disaggregation of Beneficiaries (Where Possible)	Total budget allocation per intervention (R'000)	Budget spent per intervention	Contribution to the Outputs in the APP (where applicable)	Immediate outcomes
Programme 5	Roll-out training programmes for: Positive Discipline in the 75 Districts (District Safety Coordinators). Disaster and Risk Management Guidelines. Roll-out of training on the National School Safety Framework (NSSF).	All Provinces	75 Districts				Positive Discipline including the emphasis on addressing bullying and cyber-bullying in particular. Roll-out of training on the Disaster and Risk Management training (Guidelines) focusing on Schools for Learners with Disabilities in the current financial year, followed by the roll-out to public ordinary schools in the medium to long-term (2022-2023). Train 75 District Committee Officials in accredited NSSF, Protocols on Corporal Punishment and Sexual Harassment.	Roll-out training on the Disaster and Risk Management training (Guidelines) in 5 remaining provinces (Western Cape, Gauteng, Eastern Cape, KwaZulu-Natal and Limpopo) focusing on Schools for Learners with Disabilities in the current financial year, followed by the roll-out to public ordinary school in the medium to long-term (2022-2023). Train 75 District Committee Officials in accredited NSSF, Protocols on Corporal Punishment and Sexual Harassment.

Table 66. Sub-programme expenditure

Sub – Programme Name	2020/2021			2019/2020		
	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
Programme Management: Planning, Information and Assessment	4 808	2 743	2 065	3 391	3 287	104
Partnership in Education	32 767	20 770	11 997	32 807	31 215	1 592
Care and Support	7 884 492	7 878 605	5 887	7 474 891	7 472 438	2 453
Total	7 922 067	7 902 118	19 949	7 511 089	7 506 940	4 149

The expenditure enabled monitoring and support visits to districts and schools on various programmes; provision of kitchen equipment to schools as well as the provision of nutritious meals to learners; and the development, printing and distribution of Standard Operating Procedures (SOPs) for the Containment of COVID-19 for Schools and School Communities among other things. The factors that contributed to the overall underspending in the programme are the face-to-face events and meetings that were prohibited under the COVID-19 environment as the Sub-Programme Care and Support is the largest cost driver in the programme. This is followed by the Partnership in Education Sub-Programme with the most savings as the outbreak of COVID-19 led to the suspension of all Co-Curricular and Enrichment Programmes in the Education Sector.

In terms of performance against the predetermined objectives, the programme achieved all indicators excluding one that is the Number of learners, educators, parents, SGBs and other education stakeholders reached through social cohesion programmes. Most of the learner support programmes in the Partnership in Education sub-programme were suspended due to the outbreak of COVID-19. Therefore, the Partnership in Education sub-programme used most of its budget to conduct monitoring and support visits in 43 Districts. The programmes monitored included: The National School Safety Framework (NSSF), Social Cohesion as well as Sports and Enrichment programmes.

The Care and Support sub-programme was also negatively affected by the COVID-19 pandemic, resulting in underspending due to restrictions on travel to monitor and support provinces on various programmes. Consequently, the sub-programme adopted the telephone and online monitoring of programmes. In addition, the procurement processes also delayed the execution of activities, such as the timely delivery of mobile kitchens. All the measures that were taken were to ensure continued service delivery. Although the budget was slightly increased from the 2019/20 allocation, the programme has maintained a 99% expenditure against its allocation.

5. TRANSFER PAYMENTS

5.1. Transfer payments to public entities

SACE is the 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. The Council is mandated by the SACE Act, 2000 (Act 31 of 2000), to regulate the teaching profession. This process includes the registration of educators, student teachers, and TVET lectures. The council needs to ensure that teachers are ethical and professional and thus the professional and ethical standards. The Annual Performance Plan guides the process of ensuring sure that only fit to teach educators are registered.

Umalusi Council sets and monitors standards for general and further education and training in South Africa following the National Qualifications Framework Act No 67 of 2008 [as amended] and the General and Further Education and Training Quality Assurance Act No 58 of 2001 [as amended]. The Council is tasked with the development and management of a sub-framework of qualifications for general and further education and training and for the attendant quality assurance.

Umalusi is currently responsible for the certification of the following qualifications:

Schools: Senior Certificate Amended (SCA) – continues as a revised qualification for adults; and National Senior Certificate (NSC)

TVET Colleges: National Technical Certificate (N3) and National Certificate Vocational (NCV)

Adult Learning Centres: General Education and Training Certificate: Adults (GETC)

To issue learners with credible certificates, Umalusi develops and evaluates qualifications and curricula to ensure that they are of the expected standard; moderates assessment to ensure that it is fair, valid and reliable; accredits providers of education and training, and assessment; conducts research to ensure educational quality and verifies the authenticity of certificates.

Table 67. Transfer payments to public entities

Name of Public Entity	Key Outputs of 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.	R12 787 000 Add prior year roll over R3 836 832 Total Budget R16 623 832	R12 951 193	The implementation of the CPTD Management System by SACE has seen major improvements as shown by the following achievements: SACE registered 25 739 educators during the 4th quarter of 2020/2021 which translates to 67% on achievement, SACE successfully dealt with cases (i.e. finalised 60% of cases) on teacher misconduct, despite the restrictions imposed by COVID-19; Launched the virtual Library for educators which will contribute towards providing access to information which stands to impact positively on teaching and learning; Finalised and launched the Handbook on Teachers' Safety and Security in South African Schools; and Endorsed a large number (i.e. 80% based on targets set) of professional development programmes/activities with a view of ensuring that educators access high-quality teacher development programmes.

Name of Public Entity	Key Outputs of 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 (GFETQSF) (NQF Level 1 – 4) and the quality assurance of these qualifications.	R136,404	R136,404	Umalusi achieved the following: Provided pertinent information to key stakeholders and the public on the GFETQSF through webinars and the utilisation of different communication platforms. Standardised all examination results of its qualifications using online platforms. Issued 703 175 certificates to all candidates who have qualified and complied with the requirements of the respective qualifications. Verified 15 772 qualification requests and provided feedback to the clients within two (2) days. Completed four (4) research projects to enhance its systems and processes of quality assurance, and to inform its strategic direction regarding its mandate. Published eight (8) quality assurance of assessment reports. Audited 13 assessment bodies for their state of readiness to conduct examinations. Monitored the conduct of examination administration, writing and marking. Approved all 844 received question papers for the different qualifications. Provided accredited outcomes to private education institutions and issued accreditation certificates to those accredited. Monitored accredited private education institutions to ensure continued compliance with the accreditation standards.

5.2. Transfer payments to all organisations other than public entities

The table below reflects the transfer payments made for the period 1 April 2020 to 31 March 2021

Table 68. Transfer payments to all organisations other than public entities

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 (ETDP) and Sector Education and Training Authority (SETA)	NGO	The ETDP SETA is responsible for the capacity development of educators and youth who need experiential learning	Yes	453	453	N/A
Association for the Development of Education in Africa (ADEA)	International Organisation	Funds are used for the operations of the organisation, 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	N/A	The funds to ADEA are transferred in March of each year. Therefore, the funds will be spent in the current financial year.
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	United Nations Agency	Assessed Membership Contribution fee paid to UNESCO by South Africa as a Member State for the delivery of programme activities.	Yes	13 829	N/A	N/A
National Student Financial Aid Scheme (NSFAS)	Public Entity for the Department of Higher Education and Training	The NSFAS has been appointed to financially administer the Funza Lushaka bursary funding	Yes	1 291 606	1 212 141	Some universities use 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	Child Protection and Counselling Organisation	The funds are aimed towards the functioning of the Helpline (for counselling of children).	Yes	73	N/A	The organisation reports that the funds are usually allocated equally to the nine (9) Provincial offices as well as the national office. However, in 2020 the funds were not disbursed to the provinces due to the National Office awaiting further donations to augment the DBE funding. The R7, 300 is still owed to each of the ten (10) offices. The organisation indicates that the funds will be disbursed during April 2021.

The table below reflects the transfer payments which were budgeted for in the period 1 April 2020 to 31 March 2021, but no transfer payments were made.

Table 69. Transfer payments which were budgeted for in the period 1 April 2020 to 31 March 2021, but no transfer payments were made.

Name of transferee	The purpose for which the funds were to be used	Amount budgeted for (R'000)	Amount transferred (R'000)	Reasons why funds were not transferred
Guidance, Counselling and Youth Development Centre for Africa: Malawi	Annual Membership fee paid to the Centre towards Education for Girls and Women as agreed to by African Ministers of Education, South Africa has since committed from 7 December 1999 to date.	193	193	The UNESCO unit met with the Finance Chief Director to discuss DBE stopping contributions to the Centre. Efforts made in contacting the Centre in Malawi were unsuccessful. The Centre has not provided the Secretariat with their annual reports and their banking accounts are continuously changing. Further consultation with DBE Legal Services, DIRCO and the Director-General will take place.
Southern and Eastern Africa Consortium for Monitoring Educational Quality (SEACMEQ)	Funds were used for the operations of the SEACMEQ coordinating centre and the implementation of SEACMEQ activities.	2 886	0	During the 2020/21 financial year an amount of R2 886m was transferred in October 2020. Due to the technical error the funds were never reflected on the University account. National Treasury reversed the funds into the DBE account in April 2021 and the transfer payment to SEACMEQ was re-issued.

6. CONDITIONAL GRANTS

6.1. Conditional grants and earmarked funds paid

The tables below describe conditional grants and earmarked funds paid for the period 1 April 2020 to 31 March 2021.

Table 70. Conditional Grant 1: Mathematics, 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 Statements (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): 1 052 Schools (30: Eastern Cape, 197: Free State, 145: Gauteng, 139: KwaZulu - Natal, 106: Limpopo, 131: Mpumalanga, 39: Northern Cape, 100: North West and 165: Western Cape) were supplied with ICT resources such as laptops, tablets and software for MST curriculum to support curriculum and teaching methodology at FET level. Workshop Equipment, Machinery and Tools: 188 Schools (31: Eastern Cape, 20: Free State, 15: Gauteng, 32: KwaZulu- Natal, 0: Limpopo, 26: Mpumalanga, 13: Northern Cape, 19: North West and 32: Western Cape) 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: 686 Schools (99: Eastern Cape, 154: Free State, 0: Gauteng, 88: KwaZulu- Natal, 0: Limpopo, 136: Mpumalanga, 27: Northern Cape, 72: North West and 110: Western Cape) were supplied with consumables and subject-related apparatus to support the curriculum and practical teaching methodology at FET level. Learner Support: 70 358 Learners (250: Eastern Cape, 30 000: Free State, 0: Gauteng, 13 914: KwaZulu- Natal, 0: Limpopo, 13 644: Mpumalanga, 10 500: Northern Cape, 0: North West and 2 050: Western Cape) were funded to participate in Mathematics and Science Olympiads including coaching and revision camps to improve learner preparedness for the NSC examinations. Teacher Support: 14 364 Teachers (260: Eastern Cape, 0: Free State, 0: Gauteng, 275: KwaZulu-Natal, 1 310: Limpopo, 796: Mpumalanga, 1 142: Northern Cape, 10 142: North West and 439: Western Cape) were trained during the 2020/21 financial period.
Actual outputs achieved	Eight (8) provinces have completed their outputs for the year 2020/21 with Western Cape delay on Supply Chain Processes due to COVID-19.
Amount per amended DORA (R'000)	332 862
Amount transferred (R'000)	332 862
Reasons if amount as per DORA not transferred	N/A
Amount spent by the department/ municipality (R'000)	348 598
Reasons for the funds unspent by the entity	Overspending will be covered from the approved rollovers for the 2019/20 financial year.
Monitoring mechanism by the transferring department	The monitoring mechanism by the transferring department is through monthly and quarterly reporting, quarterly budget monitoring meetings, school visits and annual evaluation.

Table 71. 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: Providing Comprehensive Sexuality Education (CSE) and access to Sexual and Reproductive Health (SRH) services to learners. 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	Output targets may be revised to accommodate COVID-19 response and budget adjustments. 9 200 School Management Teams (SMTs) and School Governing Bodies (SGBs) were trained to develop policy implementation plans. Co-curricular activities on provision of CSE, access to SRH and TB services implemented in secondary schools including a focus on prevention of alcohol and drug use, learner pregnancy and COVID-19, targeting 224 900 learners. Care and support programmes were implemented to reach 190 750 learners and 15 300 educators. Expand the appointment of Learner Support Agents (LSAs) to 2 750 to support vulnerable learners. 422 500 copies of Curriculum and Assessment Policy Statement (CAPS) and COVID-19 compliant material, including material for learners with barriers to learning, printed and distributed to schools. Host advocacy and social mobilisation events with 423 000 learners, educators and school community members on the new DBE National Policy on HIV, STIs and TB to review and change societal norms and values on the provision of CSE and access to SRH services.
Actual outputs achieved	9 888 educators trained. 2 993 SMTs and SGBs trained Co-curricular activities on the provision of CSE, targeting 38 109 learners. Care and support programmes were implemented to reach 200 700 learners. Expanded the appointment of LSAs to 5 706 to support vulnerable learners. 328 912 copies of CAPS compliant material. Advocacy and social mobilisation events were hosted with 164 856 learners, educators and school community members. 7 528 school monitoring and support visits.
Amount per amended DORA (R'000)	187 095
Amount transferred (R'000)	187 095
Reasons if amount as per DORA not transferred	N/A
Amount spent by the department/ municipality (R'000)	171 570
Reasons for the funds unspent by the entity	The COVID-19 lockdown resulted in school closure in March 2020, and this impacted on implementation of the programme. Activities that target learners and educators could not be held, due to prioritisation of the curriculum recovery plans, as learners had to alternate attendance each week. Normally both activities target large numbers at each gathering, as they are held in-house to reach them at one sitting. In addition, advocacy and social mobilisation activities that target parents and school community members had to be conducted on the school premises with a very limited number to comply with the lockdown regulations.
Monitoring mechanism by the transferring department	Desktop analysis of provincial reports; two virtual inter-provincial meetings; and virtual oversight management meetings held with individual provinces to review progress on implementation.

Table 72. Conditional Grant 3: National School Nutrition Programme (NSNP)

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments
Purpose of the grant	To provide nutritious meals to targeted schools.
Expected outputs of the grant	21 000 schools that prepare nutritious meals for learners.
Actual outputs achieved	21 189 schools.
Amount per amended DORA (R'000)	7 665 887
Amount transferred (R'000)	7 665 887
Reasons if amount as per DORA not transferred	N/A
Amount spent by the department/ municipality (R'000)	7 147 897
Reasons for the funds unspent by the entity	The COVID-19 lockdown harmed the programme.
Monitoring mechanism by the transferring department	Monthly and quarterly report, telephone and physical monitoring.

Table 73. Conditional Grant 4: Education Infrastructure Grant (EIG)

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments
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 2020/21 financial year, the following was achieved: 2094 water projects, 47 electricity projects, 839 sanitation projects, 1801 additional classrooms built, 138 specialist rooms built, 30 new and replacement schools completed, 97 schools commenced with construction, 130 Grade R classrooms built, 2 boarding schools completed, 1361 maintenance projects completed, 79 schools in high priority areas provided with high-security perimeter fencing, 22 schools in other area provided with high security perimeter fencing, 165 classrooms refurbished as smart classrooms.
Amount per amended DORA (R'000)	9 414 967
Amount transferred (R'000)	9 414 967
Reasons if amount as per DORA not transferred	N/A
Amount spent by the department/ municipality (R'000)	9 461 093
Reasons for the funds unspent by the entity	Limpopo No construction during the lockdown in Quarter 1 and limited construction in Quarter 2. Shortage of building materials. Cash reserves of small contractors were severely impacted by lockdown, resulting in the inability to pay staff and suppliers. Shortages of materials caused delays in the implementation of the water and sanitation programme.
Monitoring mechanism by the transferring department	Site visits and oversight meetings on a quarterly basis. Unscheduled support engagements are usually held in between the quarterly sittings.

Table 74. Conditional Grant 5: School Infrastructure Backlogs Grant (SIBG)

Department/ Municipality to whom the grant has been transferred	Department of Basic Education
Purpose of the grant	Replacement of inappropriate structures and provision of basic services to schools without basic series.
Expected outputs of the grant	Construction of new schools in line with the Basic Norms and Standards. Providing the schools without basic services with Electricity, Sanitation and Water
Actual outputs achieved	The actual output achieved for Inappropriate Structures is 32, for water is 101 projects and 298 projects for sanitation.
Amount per amended DORA (R'000)	1 786 955
Amount transferred (R'000)	N/A
Reasons if amount as per DORA not transferred	The funds are directly managed by the DBE and only transferred to the Implementing Agents for payment of work done by the contractors and professional service providers
Amount spent by the department/ municipality (R'000)	1 463 513
Reasons for the funds unspent by the entity	Disruption of construction sites by community-based business and the COVID-19 lockdowns effects on overall business operations.
Monitoring mechanism by the transferring department	The DBE monitors its projects through the Implementing Agents and appointed professional service provides. The DBE employees in the Infrastructure unit also perform monitoring and evaluation by physically visiting the construction sites to verify progress.

Table 75. Conditional Grant 6: 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 (LSPID)
Expected outputs of the grant	Human resources specific to inclusive education through the recruitment of key staff in permanent posts, including: • Nine (9) deputy chief education specialists as provincial grant managers; and • 245 transversal itinerant outreach team members recruited to guide and support curriculum delivery and provide therapeutic support in special care centres and targeted schools. • Databases of selected schools and special care centres: • Disaggregated data of 518 special care centres that support children with severe to profound intellectual disabilities; • Disaggregated data of caregiving staff in special care centres; • Disaggregated data of children enrolled in special care centres; • Disaggregated data of children with profound intellectual disability enrolled in targeted special care centres and schools and who are using the learning programme for learners with profound intellectual disability; • Disaggregated data of learners from special care centres who have been placed in schools; and • Disaggregated data of learners with severe intellectual disability who are awaiting placement in schools and those who, because of age cannot be placed in schools, are participating in basic non-accredited skills, such as gardening, beadwork and cooking. Transversal itinerant outreach team members, caregivers, teachers, in-service therapists and officials trained on the Learning Programme for CSPID, and other programmes that support the delivery of the Learning Programme. This will entail training of: • 245 transversal itinerant outreach team members; • 2970 caregivers; • 1928 special school teachers; • 408 in-service therapists; and • 510 officials. Outreach services provided, will include: • Facilitating the use of the learning programme for learners with profound intellectual disability in 518 special care centres and 115 selected schools; • Provision of psycho-social and other therapeutic services; • Provision of LTSM to 518 special care centres and 115 selected schools; and • Provision of assistive devices to children with severe to profound intellectual disability, when required. • Response to the COVID-19 pandemic: • Provision of PPE for transversal itinerant outreach team members, caregivers in special care centres, special care centre support staff and learners with severe to profound intellectual disability; • Thermometers and consumables provided to 518 special care centres; and • Relevant technology was provided to 518 special care centres.

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments
Actual outputs achieved	Human resources specific to inclusive education through the recruitment of key staff in permanent posts, including: Seven (7) of the targeted nine (9) Deputy Chief Education Specialists were retained to manage the grant provincially. The Free State Grant Manager post remains vacant and the province is in the process of appointing a Grant Manager. The Gauteng Grant Manager retired in February 2021 and the province has appointed an Acting Grant Manager. EC, MP, Northern Cape, North West and Western Cape Grant Managers have been appointed in permanent posts and KwaZulu-Natal and Limpopo Grant Managers are in contract posts; and Transversal itinerant outreach team members in Eastern Cape, Mpumalanga, Northern Cape and North West have been appointed in permanent posts. While there have been delays in the appointment of outreach team members in permanent posts in Gauteng and Limpopo, the process has been initiated. There is no evidence that the appointment of team members in permanent posts in Free State, KwaZulu-Natal and Western Cape have been initiated. Outreach team members continue resigning in provinces where they are appointed on temporary posts, and this continues to destabilise the provision of services and contribute to under expenditure. Databases of selected schools and special care centres: • Disaggregated data of 480 special care centres that support children with severe to profound intellectual disabilities was captured; • Disaggregated data of 2 409 caregiving staff in special care centres was captured; • Disaggregated data of 10 034 children enrolled in special care centres was captured; • Disaggregated data of 6 159 (5 174 in special care centres and 985 in selected schools) children with profound intellectual disability enrolled in special care centres and schools and who are using the learning programme for learners with profound intellectual disability; • Disaggregated data of 62 learners from special care centres who have been placed in schools; and • Disaggregated data of 4 008 learners with severe intellectual disability who are awaiting placement in schools and those who, because of age cannot be placed in schools, are participating in basic non-accredited skills, such as gardening, beadwork and cooking. Transversal itinerant outreach team members, caregivers, teachers, in-service therapists and officials trained on the Learning Programme for CSPID, and other programmes that support the delivery of the Learning Programme. This will entail training of: • 210 transversal itinerant outreach team members; • 2 409 caregivers; • 783 special school teachers; • 124 in-service therapists; and • 343 officials. All provinces, except Eastern Cape and Northern Cape were able to train teachers, therapists and officials. Outreach services provided, will include: • 3 423 learners with profound intellectual disability in 324 special care centres and 13 selected schools using the learning programme for LPID. Mark schedules and report cards were generated for these learners; • 1 290 LSPID received psycho-social and other therapeutic services in all PEDs except Northern Cape; • 394 special care centres and 44 selected schools were provided with LTSM. Some SCCs in all PEDs received LTSM except Limpopo; and • 280 LSPID were provided with assistive devices in five (5) provinces (Free State, Gauteng, KwaZulu-Natal, Mpumalanga and North West). Response to the COVID-19 pandemic: • PPEs were bought for 210 transversal itinerant outreach team members, 2287 caregivers in special care centres, 1 228 special care centre support staff and 9 858 learners with severe to profound intellectual disability; • 489 special care centres were provided with thermometers and consumables provided to 518 special care centres; and • 233 special care centres, in five (5) provinces (Gauteng, Mpumalanga, Northern Cape, North West and Western Cape), were provided with the relevant technology to enable remote support to learners in these centres.

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments
Amount per amended DORA (R'000)	242 864
Amount transferred (R'000)	225 761
Reasons if amount as per DORA not transferred (R'000)	The last transfer was not made to KwaZulu-Natal and Western Cape PEDs due to non-compliance with the conditions of the LSPID Grant Framework. The amount not transferred to KwaZulu-Natal and Western Cape was R9 124 million and R 7 979 million respectively.
Amount spent by the department/ municipality (R'000)	217 746
Reasons for the funds unspent by the entity	The following contributed to underspending: COVID-19 lockdown resulted in delays in the implementation of a number of Grant activities that are cost drivers; Delays by PEDs in processing appointments of transversal itinerant outreach team members and replacing team members that resigned during the year; Delay in PEDs' supply chain management processes resulting, in delays in the procurement of LTSM, assistive devices and tools of trade in many provinces and, in the case of Limpopo, not procuring LTSM; Non-compliance with the conditions of the LSPID Grant Framework by KwaZulu-Natal and Western Cape PEDs led to the DBE not transferring the final tranche.
Monitoring mechanism by the transferring department	The following monitoring mechanisms were implemented by the DBE to monitor the grant implementation: Monthly and quarterly analysis of reports on grant implementation, including expenditure by PEDs and onsite 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 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 Chief Financial Officers (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; and Letters from the Director-General were mailed to Provincial Heads of Education Departments requesting them to intervene and support the fast-tracking implementation of the grant activities.

7. DONOR FUNDS

7.1. Donor Funds Received

The tables below describe each of the conditional grants and earmarked funds paid by the Department for the period 1 April 2020 to 31 March 2021.

Table 76. Donor Fund: General Budget Support (GBS) Rural Education Assistants Project (REAP)

Name of donor	European Union (Rural Education Assistants Project)
Full amount of the funding	R64 777
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)	R20 178
Reasons for the funds unspent	Pending the approval of the annual report by the National Treasury.
Monitoring mechanism by the donor	Quarterly and annual reports to be submitted to National Treasury.

Table 77. Donor Fund: General Budget Support (GBS) Technology Grades 7–9

Name of donor	European Union (Technology Grades 7–9)
Full amount of the funding	R59 998 472.02
Period of the commitment	The implementation period of the Project approved by the Director-General is 2021-22, 2022-23 and 2023-24 financial years.
Purpose of the funding	Improve the quality of teaching and learning in technology Grade 7- 9, selected multi-grade schools, full service schools and special schools across the nine (9) PEDs. To enhance the skills of learners to meet the requirement of the 4th Industrial Revolution.
Expected outputs	To improve the content knowledge and methodology of teaching; To expose learners to advance technology activities that prepare them for different pathways; To equip schools with curriculum relevant materials that strengthen teaching, learning, assessment and the practical component of the subject; To encourage learners to participate in local, provincial, national and international Expos, Technology weeks, and Olympiads that exposes them to international standards; To ensure that schools are sufficiently resourced with technology resource which meets the requirements of the 4th Industrial Revolution and afford learners the opportunity to explore and demonstrate their practical, creative and innovative skills; and To strengthen the technology curriculum at the foundational level through Coding and Robotics.
Actual outputs achieved	Schools prepared for the implementation of the programme; The National Training Team was established; The National Task Team was briefed on the programme; Framework on the training of Subject Advisors was developed; Advocacy and awareness on the project were done; Learning Programme was developed; Data for schools is available; One thousand Pilot schools were identified and selected across the nine (9) provinces; The ToRs for procurement of resources service provider was approved by the Director-General and tender briefing meeting was held on 25 May 2021; and The ToRs for appointing the service provider to conduct teachers, Subject Advisors and DBE officials Coding and Robotics training is on route.
Amount received in current period (R'000)	R0
Amount spent by the Department (R'000)	R1 291 151.15
Reasons for the funds unspent	Awaiting National Treasury approval for requested funding.
Monitoring mechanism by the donor	Quarterly and annual reports to be submitted to National Treasury.

Table 78. 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 509
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 HoD's deepen their content knowledge through pedagogical training, and improved skills in planning, tracking and assessment to ensure increased curriculum coverage. South Africa develop good practice for support to FT teachers and HoD's. FP learners spend more in-school and extramural time reading and benefit from improved curriculum management and instructional practices.
Actual outputs achieved	- The following ToRs have been endorsed for advertisement: - Teacher Assistants - Curriculum material - The ToR for Teacher Tablets would be facilitated through a transversal contract – GITO. - The following material is ready for printing: - Teacher toolkit training - SMT training material is available through PILO (one of the projects' partners). - Endorsed Curriculum material. Monitoring and evaluation service provider (Jet Services) has been appointed for the development of the monitoring and evaluation framework. JET Services was appointed through Zenex Foundation who is one of the projects' partners.
Amount received in current period (R'000)	Nil
Amount spent by the Department (R'000)	R1 082
Reasons for the funds unspent	- Project is in the planning phase. - Awaiting the approval and endorsement of requested funds by National Treasury.
Monitoring mechanism by the donor	- Quarterly and Annual Reports to be submitted to National Treasury. - Quarterly Public Service Commission Meetings and monthly meetings.

Table 79. Donor Fund: General Budget Support (GBS) United States Agency for International Development (USAID)

Name of donor	United States Agency for International Development (USAID)
Full amount of the funding	\$10 000 000
Period of the commitment	5 years starting 19 December 2019.
Purpose of the funding	Support the DBE to align and consolidate the life orientation conditional grant to better support the implementation mandate of the National Policy on HIV, STIs and TB through pre-approved milestones and deliverables.
Expected outputs	Achieve milestones as agreed with USAID
Actual outputs achieved	Year 1 milestone on work plan, Year 2 milestone 1 recruitment of project staff and Year 2 milestone 2 recruitment of Learner Support Agents to 140 to be placed in 140 schools
Amount received in current period (R'000)	R 1254
Amount spent by the Department (R'000)	R822
Reasons for the funds unspent	The financial year of the donor funding begins on 01 October and ends on 30 September, the project is on the third quarter of the USAID financial year, funds are already committed for the financial year.
Monitoring mechanism by the donor	Submit milestones achieved with supporting documents and submit quarterly reports.

8. CAPITAL INVESTMENT

8.1. Capital investment, maintenance and asset management plan

Table 80. Capital investment, maintenance and asset management plan

Infrastructure projects	2020/2021			2019/2020		
	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	1 598 949	1 074 909	524 040	1 739 463	969 177	770 286
Upgrades and additions	-	-	-	-	233 308	(233 308)
Total	1 598 949	1 074 909	524 040	1 739 463	1 202 485	536 978

Table 81. ASIDI projects

No.	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total estimated cost (R)	Current year expenditure (R)
1	NONTUTHUZELOCOMBINED SCHOOL	ASIDI	Inappropriate	New School	March 2021	January 2022	17 700 000	0,00
2	ZANENDYEBO SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	January 2022	15 500 000	0,00
3	BHAYI SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	January 2022	25 470 000	0,00
4	GCINISIZWE PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	January 2022	17 500 000	0,00
5	KWANTABANKULU SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	January 2022	14 000 000	0,00
6	ZANOKANYO JUNIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	January 2022	15 000 000	0,00
7	MELIBUWA SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	40 000 000	0,00
8	NOGWAZA SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	31 300 000	0,00
9	WODEHOUSE JUNIOR SECONDARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	39 700 000	0,00
10	ZWELIHLANGENE PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	42 600 000	0,00
11	NGOZI SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	47 400 000	0,00
12	GQINA SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	38 800 000	0,00
13	SIWALI JUNIOR SECONDARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	63 700 000	0,00
14	ZWELIKHANYILE JUNIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	28 900 000	0,00
15	LUZIE DRIFT JUNIOR SECONDARY SCHOOL	ASIDI	Inappropriate	New School	June 2020	December 2021	66 000 000	46 291 000,00
16	KIDSTON JUNIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	July 2020	August 2021	74 000 000	3 588 000,00
17	DUMEZWE NI SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	June 2020	June 2022	76 700 000	6 798 000,00
18	PHATHILIZWE JUNIOR SECONDARY SCHOOL	ASIDI	Inappropriate	New School	March 2020	July 2021	74 500 000	0,00
19	SOLOMZI JUNIOR SECONDARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	August 2022	62 300 000	0,00
20	RIVERVIEW PRIMARY SCHOOL	ASIDI	Inappropriate	New School	June 2021	July 2022	17 300 000	0,00
21	MATSHANENG JUNIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	June 2020	July 2021	44 000 000	0,00



PART C: GOVERNANCE

1. INTRODUCTION

The Department is committed to maintain the highest standards of governance and uphold good practices as it is fundamental to the management of public finances and resources. The Department has governance structures in place to monitor the utilisation of state resources which is funded by the taxpayer. The corporate governance requirements of the King IV report with regards to the Accounting Officer's responsibilities are espoused by Section 38 and 40 of the Public Finance Management Act (PFMA), 1999 (Act No. 1 of 1999). King IV advocates an outcomes-based approach and defines corporate governance as the exercise of ethical and effective leadership towards the achievement of an ethical culture, good performance, effective control and legitimacy. The openness, integrity and accountability of individuals within the Department is the cornerstone of effective governance.

2. RISK MANAGEMENT

The Department has a reviewed and approved risk management strategy and implementation plan for 2020/21. The Risk Committee held three (3) 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 to improve the risk management. Risk Strategy workshops sessions were facilitated as continuous awareness for all Branches and Risk Champions. Quarterly reports on the progress of action plans were monitored during the year. The risk maturity analysis report was shared with the risk committee as well as recommendations to improve other areas.

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 2020/21 was approved. There was regular reporting to the Risk Committee and the Audit Committee on progress. 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. Reported internal cases were investigated during the year, and were finalised. The Department has established an investigation committee to investigate cases of irregular, fruitless and wasteful expenditure and made recommendations to eliminate the occurrence of irregular, fruitless and wasteful expenditure. The investigations were 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 Investigation 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 financial interests on time, requesting an explanation thereof. Disciplinary action is instituted where the reasons for delays are not justified.

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 where there are transgressions.

6. HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

The COVID-19 safety initiatives have been put in place that includes cleaning and sanitising of the building as well as screening procedures for staff and visitors. Staff numbers are also recorded daily to ensure that allowed numbers are not exceeded in the building. The Department also developed a COVID-19 research repository about the novel COVID-19 disease and its impact on children, schooling and educational outcomes, as it is currently understood to better position the Department's response strategies.

Through its section 37 (2) undertaking Occupational Health and Safety (OHS Act, 1993), the Private Party has identified the following Health Safety issues:

- Maintaining a good organisational Safety Health and Environment (SHE) culture;
- Compliance with SHE obligations;
- Management of Contractor/Suppliers SHE operations on site;
- Health and Safety Awareness in the organisation;
- Managing incidents and accidents effectively;
- Managing Hazards and Risks of the operations and tasks at hand; and
- Managing consultation and participation of employers in the SHE management system.

In terms of and Environmental Issues, the following was listed:

- Compliance to Environmental Obligations;
- Impact of operations on the environment;
- Impact of chemicals used on site;
- Environmental Life Cycle Analysis of goods and products used;
- Natural resources used (water, electricity, paper, etc.); and
- Reducing waste sent to landfill.

7. PORTFOLIO COMMITTEES

Table 82. Portfolio Committee Meetings

Date	Topic / Area of Focus	Matters raised by the Portfolio Committee	How the department addressed these matters
29 April 2020	Schooling during COVID-19 Lockdown	Health and safety for learners and teachers	Schools should be reopened as per the plans of the Department provided all health protocols are met.
05 May 2020	COVID-19 Update DBE Annual Performance Plan 2020/21	COVID-19 impact on the targets	Revision of the APP targets will be done and be re-tabled with Parliament.
30 June 2020	Reopening of Schools	The Committee welcomed DBE's readiness and commitment to ensure that all health and safety protocols are observed, as well as its commitment to provide personal protective equipment. They commended DBE for the hard work in achieving phase 1 of school reopening.	
07 July 2020	DBE, SACE and UMALUSI Special Budget adjustments	The Committee commended the Department for the work it has done during the "difficult time" of COVID-19 with the reintroduction of schooling. There had been much criticism of the Minister's decision to reopen schools and she stood firm with the decision.	
18 August 2020	Quarter 4 Report	The necessity that schools have water and sanitation	On the challenges of water as well as the water tankers, there was no intention to desert schools. At no stage in the running of the schools would proper water and sanitation be unavailable.
25 August 2020	Amended School Calendar Risk Adjusted Differentiated Approach	Percentages of the schools still not ready to reopen. As there were two grades being phased in the national and provincial statistics would be of great assistance.	The Department had twice previously amended the school calendar due to the ever-changing conditions caused by COVID-19. It was confirmed that while a handful of incidents had occurred due to miscommunication -- parents incorrectly bringing back pupils not scheduled to return to school - schools across the nation had opened according to plan, with over 10 million pupils successfully returning.
01 September 2020	Reopening of Schools National School Nutrition Programme Directions for learners with Special Education Needs	Of concern was the impact of the Department's funds in relation to substitute teachers as some learners would be left without teachers if the Department was unable to substitute all non-returning teachers.	While the reduced teacher-learner ratio was working very well at certain schools, the Department did not have the resources to maintain the reduced teacher-learner ratio.
06 October 2020	Zero Drop out Campaign	Provide psycho-social support linked to the Early Warning System.	Psychosocial support is but one aspect/lens, and there is a myriad of dimensions. A linear approach to analysing the dropout rate in a system as big and complex as education is problematic. It is flawed to assume that all learners who have not reached the exit grade have dropped out. The biggest challenge in Basic Education is the failure and repetition rate. There is a strong correlation between failure, grade repetition and the dropout rate.

Date	Topic / Area of Focus	Matters raised by the Portfolio Committee	How the department addressed these matters
20 October 2020	ECD Migration BELA Bill	On the BELA Bill, Members asked questions about home visits, exclusion from schools based on geographic range, school restrictions and exclusion based on African cultural practices, provision for disasters such as COVID-19; if the wording of clause 37 could be used to stifle legitimate protest; and the regulatory powers of the Minister.	Mr. Mwele said that home visits function to secure the best interests of the child as mandated by Section 29 of the Constitution and by SASA. The measures will be less restrictive to respect the privacy of parents while relentlessly ensuring that the interests of the child are paramount.
27 October 2020	Preparation and Readiness for 2020 NSC Examinations DBE and UMALUSI Briefing	Concerns regarding the decreasing number of students enrolled in Mathematics and Physical Sciences, the inclusion of immigrant students without documentation, the printing capacity of provinces and fraudulent NSC accreditation.	The DBE and Umalusi reassured the Committee that these concerns had been, or were in the process of being, monitored and addressed in order to provide the 2020 class with sufficient support to ensure a safe and conducive examination environment.
10 November 2020	DBE 2019/20 Annual Report Quarter 1 Report	What support is available to matriculants who are currently experiencing anxiety about writing exams during the COVID-19 pandemic and under these regulations?	In preparation for the reopening of schools, the DBE took inventory and made provisions of available psychologists and social workers for learners and parents.
17 November 2020	Status Impact of COVID-19 on Schooling: Provincial Reports: Limpopo Inclusive Education	Budget cuts in special schools which were already experiencing budget deficits.	Budget cuts are across the sector but provinces are steadily resourcing special schools through LSPID grant.
24 November 2020	Second Chance Matric Programme Education Employment Initiative 2021 School Readiness	How DBE was dealing with the water and sanitation problems at schools where circumstances were dire before the onset of COVID-19.	Accessibility to water has been a key challenge in provisioning of infrastructure during the COVID-19 pandemic. DBE attempted to improve circumstances in schools through providing municipal, piped, tank and borehole water to schools. Limpopo has been severely constricted with water supply, especially during COVID-19.
20 January 2021	School Reopening NSC Marking update	The plan was to catch up on the lost days as there has essentially been a loss of 4 weeks.	DBE intends to compensate for learning gaps. The recovery plan speaks to curriculum recovery as that is what DBE does and does best. The recovery plan is such that learners do not have to completely lose hope.
10 February 2021	NSC Examination progress TIMSS	The leakage of question papers occurs every couple of years.	There has not been any instances of papers being leaked every year. The last instance of a confined leak for the NSC examinations was in 2016 involving a private school. DBE took appropriate measures in this instance through criminal proceedings for the principal. It was highlighted that the administration of writing exams involving over one million candidates was an extraordinary event.
16 February 2021	Introduction of Coding and Robotics Quarter 2 Performance Report	Details of the finalisation of the Coding and Robotics curriculum and its expected full implementation.	The curriculum is complete. The Department is waiting for Umalusi to approve it as the quality assessor which is part of the process.

Date	Topic / Area of Focus	Matters raised by the Portfolio Committee	How the department addressed these matters
23 February 2021	SONA Analysis Admissions and NSFAS Funding	The Committee requested clarity on how teacher training awards were dispensed to learners in rural areas.	The business process of NSFAS and the Funza Lushaka Bursary Programme had been negatively impacted by the pandemic as the deadline for application submission had been shifted because of the late release of matric results.
02 March 2021	NSC Examinations Outcomes: DBE and UMALUSI Briefing	The Committee congratulated the DBE and Umalusi on the completion of the 2020 NSC exams, despite the concerns of parents over COVID-19. The Committee also congratulated the Free State on the results, and encouraged learners from other provinces to improve their performance in the coming year.	
16 March 2021	ECD Migration: Status update	What is the shape and size of the new ECD programme?	There is a plan to enhance the work being done by DSD, but there is no point if the work is not different or better. It must not take away from what people have, but add to it. The Department is looking forward to deeper engagement and building a new programme.
17 March 2021	Annual Performance Plan 2021/22	Members were concerned about the lack of financial resources available to the Department to address the challenges that COVID-19 presented and the plans and readiness of the Department were questioned in ensuring the functionality of the education sector.	The issues of finances are a general national problem and the Department will be able to execute the plans and objectives that have been set.

8. SCOPA RESOLUTIONS

The Department did not appear before SCOPA as there was no invitation accorded.

9. PRIOR MODIFICATIONS TO AUDIT REPORTS

Table 83. Progress to prior modifications to audit report

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	2019/20	The record-keeping and packaging of evidence are being addressed.

10. INTERNAL CONTROL UNIT

There is no Internal Control Unit in the Department. In the absence of the unit, every line function manager 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 control and direction of the Audit Committee complying with and operating in accordance with regulations and instruction prescribed in terms of Section 76 and 77 of the Public Finance Management Act.

Key activities and objectives of the internal audit:

- The internal Audit role in the Department is to provide independent and objective assurance and consulting service to management by evaluating the adequacy and effectiveness of the internal control system; risk management and governance process and 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.
- The following 12 audits were conducted and completed:
 - o Reviewed Annual Report;
 - o Annual Financial Statements;
 - o Supply Chain Management;
 - o Contractors Payment;
 - o Project Management for three (3) Implementing Agents, of which two (2) were followed up on previous findings;
 - o Reviewed the Quarterly Performance Information;
 - o DoRA Follow up review on National School Nutrition Programme, Mathematics, Science and Technology conditional grants;
 - o Review on Kha Ri Gude stock;
 - o SCM process and policy review on compliance and efficiency;
 - o Physical verification on the supply of water tanks as COVID-19 interventions at schools;
 - o PPP agreement procurement review; and
 - o Reviews on BEC, BAC 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 serve 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 of five (5) external members listed hereunder and should meet four (4) times per annum as per its approved terms of reference. During the year under review five (5) meetings were held.

The table below discloses relevant information on the audit committee members for the period 1 April 2020 – 31 March 2021:

Table 84. Audit Committee members

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	4
Mr. S Simelane	B Com B Com (Hons) Masters in Business Administration	External Member	N/A	Re-appointed 1 December 2017	N/A	3
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	N/A	4
Mr. LM Mangquku	B.Com B.Com (Hons) Chartered Accountant (SA) Advance Company Law Masters in Business leadership	External Member	N/A	20 February 2020	N/A	5

12. AUDIT COMMITTEE REPORT

We are pleased to present our report for the financial year ended 31 March 2021.

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 we have not reviewed changes in accounting policies and practices.

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 to improve the control environment in Accelerated School Infrastructure Development Initiative (ASIDI), although there were still some areas of weaknesses identified and monitoring was strengthened. The Audit Committee has continued to monitor progress against the corrective action plan implemented by management. Consequence management status reports were presented by management. The Audit Committee will continue to monitor the effective implementation of 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 and fruitless and wasteful 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, Contractors Payment, and Project management for three (3) Implementing Agents, of which two (2) were follow-ups of previous findings, Reviews on the quarterly Performance Information, DoRA Follow up review on National School Nutrition Programme, Mathematics, Science and Technology and conditional grants.

The following were areas of concern:

- During the year under review areas of concern were to improve ASIDI project management, preparation of financial statements and strengthen internal control 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 are in place. Risk Management processes are still maturing as a result of engagement with management during the year under review and risk register was reviewed, updated and action plan reports were monitored. There was 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 South Africa and the Accounting Officer;
- Reviewed the Auditor-General 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 note and appreciate the improvement in the audit outcome for the year under review to an unqualified audit opinion. 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 statement preparation 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 be accepted and read together with the report of the Auditor-General. We wish to thank management for the effort to improve the audit outcome to an unqualified opinion and the AGSA for the assurance role and contribution to good governance.

Prof DP van der Nest

Chairperson of the Audit Committee

Department of Basic Education

31 August 2021

13. B-BBEE COMPLIANCE PERFORMANCE INFORMATION

The following table has been completed in accordance with the compliance to the B-BBEE requirements of the B-BBEE Act of 2013 and as determined by the Department of Trade and Industry.

Table 85. B-BBEE requirements

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?	Yes	Preferential procurement is applied on all the procurement done in the Department
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 outcomes and human resource planning within the DBE, such that:

- 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 2024: 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 Performance Management Development System (PMDS) policy; and
- f) Providing a comprehensive Employee Assistance Programme (EAP).

The following key SMS posts were filled, thereby ensuring adequate human resources for the attainment of outcomes for *Action Plan to 2024: Towards the Realisation of Schooling 2030*:

- Chief Director: Education Human Resource Management;
- Director: GITO;
- Director: Labour Relations;
- Director: Education Labour Relations and Conditions of Services; and
- Director: Curriculum Implementation and Quality Improvement (GET).

In terms of addressing gender equity at Senior Management Service (SMS) Level during the year under review, the DBE had 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% males of all racial groups. However, the overall ratio in the Department was 59% female to 41% 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 the SMS level is difficult as there are not many male retirements to allow for qualifying 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, 180 employees attended skills development and training programmes as well as the compulsory induction programme during the year. This is an ongoing process that 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 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 DBE has appointed an onsite doctor as part of the EAP. The onset of the COVID-19 pandemic had prevented the normal health and wellness campaigns organised by the DBE.

CHALLENGES

The DBE was not in a position to fill all vacancies, as a result of the moratorium declared by DPSA as a result of the COVID-19 pandemic. 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 the 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 RESOURCES 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 following:

- amount spent on personnel
- amount spent on salaries, overtime, homeowner's allowances and medical aid.

Table 86. Personnel expenditure by programme for the period 1 April 2020 and 31 March 2021

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: Administration	486 312	185 547	196	0	38.15	621
Programme 2: Curriculum Policy, Support and Monitoring	1 763 119	67 811	43	0	3.85	817
Programme 3: Teachers, Education Human Resources and Institutional Development	7 902 439	43 725	32	0	0.55	455
Programme 4: Planning, Information and Assessment	11 207 124	107 684	70	0	0.96	699
Programme 5: Educational Enrichment Services	1 395 306	67 251	66	0	4.82	1 121
Total	22 754 300	472 018	407	0	2.07	682

Table 87. Personnel costs by salary band for the period 1 April 2020 and 31 March 2021

Salary band	Personnel expenditure (R'000)	% of total personnel cost	No. of employees	Average personnel cost per employee (R'000)
Lower skilled (Levels 1-2)	576	0.12	2	288
Skilled (Level 3-5)	24 677	5.22	43	574
Highly skilled production (Levels 6-8)	96 716	20.49	287	337
Highly skilled supervision (Levels 9-12)	247 938	52.53	280	885
Senior and Top management (Levels 13-16)	102 111	21.63	80	1 276
Total	472 018	100.00	692	682

Table 88. Salaries, Overtime, Home Owners Allowance and Medical Aid by programme for the period 1 April 2020 and 31 March 2021

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: Administration	152 924	82.42	4 838	2.61	3 591	1.94	6 703	3.61
Programme 2: Curriculum Policy, Support and Monitoring	65 882	97.16	361	0.53	569	0.84	1 646	2.43
Programme 3: Teachers, Education Human Resources and Institutional Development	60 072	137.39	1 278	2.92	555	1.27	1 151	2.63
Programme 4: Planning, Information and Assessment	108 839	101.07	0	0.00	1 461	1.36	2 876	2.67
Programme 5: Educational Enrichment Services	38 299	56.95	0	0.00	743	1.10	1 344	2.00
Total	426 016	90.25	6 477	1.37	6 919	1.47	13 720	2.91

Table 89. Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band for the period 1 April 2020 and 31 March 2021

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 (Level 1-2)	561	93.40	0	0.00	0	0.00	0	0.00
Skilled (Level 3-5)	19 486	78.96	2 535	10.27	1 144	4.64	1 425	28.95
Highly skilled production (Levels 6-8)	79 883	82.60	2 481	2.57	3 583	3.70	7 144	4.07
Highly skilled supervision (Levels 9-12)	228 764	92.27	1 460	0.59	1 658	0.67	3 939	0.49
Senior management (Level 13-16)	97 323	95.31	0	0.00	533	0.52	1 214	0.00
Total	426 016	90.25	6 477	1.37	6 919	1.47	13 720	2.91

3.2. Employment and Vacancies

The tables in this section summarise the position with regard to employment and vacancies.

The following tables summarise the number of posts on the establishment, the number of employees, the vacancy rate, and whether there are any staff that are additional to the establishment.

This information is presented in terms of three key variables:

- Programme;
- salary band; and
- critical occupations (see definition in notes below).

Departments have identified critical occupations that need to be monitored. In terms of current regulations, it is possible to create a post on the establishment that can be occupied by more than one employee. Therefore, the vacancy rate reflects the percentage of posts that are not filled.

Table 90. Employment and vacancies by programme as on 31 March 2021

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	4
Programme 2: Curriculum Policy, Support and Monitoring	95	83	12.63	0
Programme 3: Teachers, Education Human Resources and Institutional Development	152	96	36.84	0
Programme 4: Planning, Information and Assessment	182	154	15.38	0
Programme 5: Educational Enrichment Services	68	60	11.76	0
Total	796	692	13.07	4

Note: Support staff in the Offices of the Minister and Deputy Minister are additional to the establishment.

Table 91. Employment and vacancies by salary band as on 31 March 2021

Salary band	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Lower skilled (1-2)	0	2	0.00	2
Skilled (3-5)	43	43	0.00	2
Highly skilled production (6-8)	287	287	0.00	0
Highly skilled supervision (9-12)	375	280	25.33	0
Senior management (13-16)	91	80	12.09	0
Total	796	692	13.07	4

Table 92. Employment and vacancies by critical occupations as on 31 March 2021

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
DCES	15	13	13.33	0
CES	68	50	26.47	0
Total	83	63	24.10	0

3.3. Filling of SMS Posts

The tables in this section provide information on employment and vacancies as it relates to members of the Senior Management Service (SMS) by salary level. It also provides information on advertising and filling of SMS posts, reasons for not complying with prescribed timeframes and disciplinary steps taken.

Table 93. SMS post information as on 31 March 2021

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	5	50.00	5	50.00
Salary Level 14	26	18	69.23	8	30.77
Salary Level 13	54	54	100.00	0	0.00
Total	91	79	86.81	13	13.19

Note: The North West Intervention Administrator is appointed on salary level 16.

Table 94. SMS post information as on 30 September 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	5	50.00	5	50.00
Salary Level 14	26	19	73.08	7	26.92
Salary Level 13	54	54	100.00	0	0.00
Total	91	80	87.91	12	12.09

Table 95. Advertising and filling of SMS posts for the period 1 April 2020 and 31 March 2021

SMS Level	Advertising	Filling of Posts	
	Number of vacancies per level advertised in 6 months of becoming vacant	Number of vacancies per level filled in 6 months of becoming vacant	Number of vacancies per level not filled in 6 months but filled in 12 months
Salary Level 15	1	1	0
Salary Level 14	2	1	0
Total	3	2	0

Table 96. Reasons for not having complied with the filling of funded vacant SMS - Advertised within 6 months and filled within 12 months after becoming vacant for the period 1 April 2020 and 31 March 2021

Reasons for vacancies not advertised within six months
DPSA Moratorium on the filling of non-critical posts.
COVID-19 Pandemic

Reasons for vacancies not filled within twelve months
DPSA Moratorium on the filling of non-critical posts.
COVID-19 Pandemic

Note

In terms of the Public Service Regulations Chapter 1, Part VII C.1A.3, departments must indicate good cause or reason for not having complied with the filling of SMS posts within the prescribed timeframes.

Table 97. Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2020 and 31 March 2021

No disciplinary steps taken as the delays cannot be attributed to officials

Reasons for vacancies not advertised within six months
DPSA Moratorium on the filling of non-critical posts.
COVID-19 Pandemic

Reasons for vacancies not filled within six months
DPSA Moratorium on the filling of non-critical posts.
COVID-19 Pandemic

Note

In terms of the Public Service Regulations Chapter 1, Part VII C.1A.2, departments must indicate good cause or reason for not having complied with the filling of SMS posts within the prescribed timeframes. In the event of non-compliance with this regulation, the relevant executive authority or head of department must take appropriate disciplinary steps in terms of section 16A (1) or (2) of the Public Service Act.

3.4. Job Evaluation

Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in his or her 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 98. Job Evaluation by Salary band for the period 1 April 2020 and 31 March 2021

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	0	0	0	0	0	0
Highly skilled production (Levels 6-8)	287	0	0	0	0	0	0
Highly skilled supervision (Levels 9-12)	375	0	0	0	0	0	0
Senior Management Service Band A	54	0	0	0	0	0	0
Senior Management Service Band B	26	0	0	0	0	0	0
Senior Management Service Band C	10	0	0	0	0	0	0
Senior Management Service Band D	1	0	0	0	0	0	0
Total	796	0	0	0	0	0	0

3.5. Employment Changes

This section provides information on changes in employment over the financial year. Turnover rates provide an indication of trends in the employment profile of the Department. The following tables provide a summary of turnover rates by salary band and critical occupations.

Table 99. Annual turnover rates by salary band for the period 1 April 2020 and 31 March 2021

Salary band	Number of employees at beginning of period-1 April 2020	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Lower skilled (Levels 1-2)	0	8	8	0.00
Skilled (Levels 3-5)	43	2	2	4.65
Highly skilled production (Levels 6-8)	287	2	6	2.09
Highly skilled supervision (Levels 9-12)	294	12	15	5.10
Senior Management Service Bands A	49	3	2	4.08
Senior Management Service Bands B	20	1	2	10.00
Senior Management Service Bands C	7	0	3	42.86
Senior Management Service Bands D	2	0	0	0.00
Total	702	28	38	5.41

Table 100. Annual turnover rates by critical occupation for the period 1 April 2020 and 31 March 2021

Critical occupation	Number of employees at beginning of period-April 20YY	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
DCES	15	2	4	26.67
CES	56	1	6	10.71
Total	71	3	10	14.08

The table below identifies the major reasons why staff left the Department.

Table 101. Reasons why staff left the Department for the period 1 April 2020 and 31 March 2021

Termination Type	Number	% of Total Resignations
Death	2	5.26
Resignation	5	13.16
Expiry of contract	13	34.21
Discharged due to ill-health	1	2.63
Retirement	13	34.21
Transfer to other Public Service Departments	4	10.53
Total	38	100.00
Total number of employees who left as a % of total employment		5.49

Table 102. Promotions by critical occupation for the period 1 April 2020 and 31 March 2021

Occupation	Employees 1 April 2020	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	56	0	0.00	48	85.71
CES	15	0	0.00	15	100.00
Total	71	0	0.00	63	88.73

Table 103. Promotions by salary band for the period 1 April 2020 and 31 March 2021

Salary Band	Employees 1 April 2020	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	0	0.00	20	46.51
Highly skilled production (Levels 6-8)	287	0	0.00	224	78.05
Highly skilled supervision (Levels 9-12)	294	1	0.34	217	73.81
Senior Management (Level 13-16)	78	0	0.00	56	71.79
Total	702	1	0.14	517	73.65

3.6. Employment Equity

Table 104. Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2021

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	37	5	5	5	20	3	2	3	80
Professionals	107	6	5	10	122	4	9	17	280
Technicians and associate professionals	74	2	0	2	190	5	2	12	287
Clerks	24	1	0	1	17	0	0	0	43
Elementary occupations	0	0	0	0	2	0	0	0	2
Total	242	14	10	18	351	12	13	32	692
Employees with disabilities	4	0	0	1	2	0	0	1	8

Table 105. Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2021

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	3	1	1	1		1			7
Senior Management	34	4	4	4	20	2	2	3	73
Professionally qualified and experienced specialists and mid-management	107	6	5	10	122	4	9	17	280
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	74	2	0	2	190	5	2	12	287
Semi-skilled and discretionary decision making	24	1	0	1	17	0	0	0	43
Unskilled and defined decision making	0	0	0	0	2	0	0	0	2
Total	242	14	10	18	351	12	13	32	692

Table 106. Recruitment for the period 1 April 2020 to 31 March 2021

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	1	1	0	0	2	0	0	0	4
Professionally qualified and experienced specialists and mid-management	3	0	0	1	9	1	1	0	15
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	3	0	0	0	2	0	0	0	5
Semi-skilled and discretionary decision making	0	0	0	0	1	0	0	0	1
Total	7	1	0	1	14	1	1	0	25

Table 107. Promotions for the period 1 April 2020 to 31 March 2021

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	1	1	0	0	2	0	0	0	4
Professionally qualified and experienced specialists and mid-management	3	0	0	1	9	1	1	0	15
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	3	0	0	0	2	0	0	0	5
Semi-skilled and discretionary decision making	0	0	0	0	1	0	0	0	1
Total	7	1	0	1	14	1	1	0	25

Table 108. Terminations for the period 1 April 2020 to 31 March 2021

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	1	0	0	1	1	0	0	3
Senior Management	2	2	0	0	0	0	0	0	4
Professionally qualified and experienced specialists and mid-management	3	0	1	2	7	0	1	1	15
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	2	0	0	0	3	0	0	1	6
Semi-skilled and discretionary decision making	1	0	0	0	1	0	0	0	2
Unskilled and defined decision making	3	0	0	0	5	0	0	0	8
Total	11	3	1	2	17	1	1	2	38

Table 109. Skills development for the period 1 April 2020 to 31 March 2021

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	5	1	2	0	6	0	0	0	14
Professionals	24	0	0	0	37	0	1	0	62
Technicians and associate professionals	7	1	0	0	20	0	1	1	30
Clerks	17	0	0	0	42	7	0	0	66
Elementary occupations	3	0	0	0	5	0	0	0	8
Total	56	2	2	0	110	7	2	1	180

3.7. Signing of Performance Agreements by SMS Members

All members of the SMS must conclude and sign performance agreements within specific timeframes. Information regarding the signing of performance agreements by SMS members, the reasons for not complying within the prescribed timeframes and disciplinary steps taken are presented here.

Table 110. Signing of Performance Agreements by SMS members as on 31 May 2020

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
Salary Level 16	0	1	0	0
Salary Level 15	10	5	5	100
Salary Level 14	26	19	17	89
Salary Level 13	54	54	50	93
Total	91	80	73	91

Table 111. Reasons for not having concluded Performance agreements for all SMS members as on 31 March 2021

Reasons
No acceptable reasons were provided by transgressing officials.

Table 112. Disciplinary steps taken against SMS members for not having concluded Performance agreements as on 31 March 2021

Reasons
Written warnings were given to officials.

3.8. Performance Rewards

To encourage good performance, the Department has granted the following performance rewards during the year under review. The information is presented in terms of race, gender, disability, salary bands and critical occupations.

Table 113. Performance Rewards by race, gender and disability for the period 1 April 2020 to 31 March 2021

Race and Gender	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee
African					
Male	76	242	31.40	1 279	16 829
Female	135	351	38.46	1 843	13 652
Asian					
Male	1	10	10.00	27	27 000
Female	4	13	30.77	101	25 250
Coloured					
Male	6	14	42.86	137	22 833
Female	7	12	58.33	108	15 429

Race and Gender	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee
White					
Male	7	18	38.89	191	27 286
Female	14	32	43.75	207	14 786
Total	250	692	36.13	3 893.00	15 572

Table 114. Performance Rewards by salary band for personnel below Senior Management Service for the period 1 April 2020 to 31 March 2021

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	
Lower Skills (Levels 1-2)	0	2	0.00	0	0.00	0
Skilled (Levels 3-5)	22	43	51.16	132	6 000.00	0.53
Highly skilled production (Levels 6-8)	125	287	43.55	1 175	9 400.00	1.21
Highly skilled supervision (Levels 9-12)	77	280	27.50	1 719	22 325.00	0.69
Total	224	612	36.60	3 026	13 509.00	2.96

Table 115. Performance Rewards by critical occupation for the period 1 April 2020 to 31 March 2021

Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
CES	0	13	0	0	0
DCES	0	50	0	0	0
Total	0	63	0	0	0

Table 116. Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2020 to 31 March 2021

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	
Band A	18	54	33.33	649	36.06	1.14
Band B	8	19	42.11	219	27.38	0.89
Band C	0	5	0.00	0	0.00	0.00
Band D	0	2	0.00	0	0.00	0.00
Total	26	80	32.50	868	33.38	0.85

3.9. Foreign Workers

The following tables summarise the employment of foreign nationals in the Department in terms of salary band and major occupation.

Table 117. Foreign workers by salary band for the period 1 April 2020 and 31 March 2021

Salary band	01 April 2020		31 March 2021		Change	
	Number	% of total	Number	% of total	Number	% Change
Highly skilled supervision (Levels 9-12)	5	0.72	5	0.72	0	0
Total	5	0.72	5	0.72	0	0

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 118. Sick leave for the period 1 January 2020 to 31 December 2020

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 Skills (Levels 1-2)	3	66.67	2	0.53	2	2.00
Skilled (Levels 3-5)	308	67.86	41	10.90	8	238.00
Highly skilled production (Levels 6-8)	768	66.02	167	44.30	5	1 081.00
Highly skilled supervision (Levels 9 -12)	727	69.60	133	35.30	5	2 204.00
Top and Senior management (Levels 13-16)	210	78.57	34	9.00	6	906.00
Total	2016	68.90	377	100.00	5	4 431.00

Table 119. Disability leave (temporary and permanent) for the period 1 January 2020 to 31 December 2020

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 production (Levels 6-8)	222	100	1	33.30	222.00	375.00
Highly skilled supervision (Levels 9-12)	30	100	2	66.70	15.00	107.00
Total	252	100	3	100.00	84.00	482.00

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 120. Annual Leave for the period 1 January 2020 to 31 December 2020

Salary band	Total days taken	Number of Employees using annual leave	Average per employee
Lower skilled (Levels 1-2)	37	10	4.00
Skilled (Levels 3-5)	1 479	100	15.00
Highly skilled production (Levels 6-8)	4 882	245	20.00
Highly skilled supervision (Levels 9-12)	5 211	291	18.00
Senior management (Levels 13-16)	1 617	80	20.00
Total	13 226	726	18.00

Table 121. Capped leave for the period 1 January 2020 to 31 December 2020

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 March 2021
Skilled (Levels 3-5)	0	0	59.00	0.00
Highly skilled production (Levels 6-8)	0	0	31.00	0.00
Highly skilled supervision (Levels 9-12)	0	0	49.00	0.00
Senior management (Levels 13-16)	4	1	58.00	1.00
Total	4	1	47.00	1.00

The following table summarises payments made to employees as a result of leave that was not taken.

Table 122. Leave pay-outs for the period 1 April 2020 and 31 March 2021

Reason	Total amount (R'000)	Number of employees	Average per employee (R'000)
Annual - Discounting with Resignation (Work Days)	199.00	14	14
Annual - Gratuity: Death/Retirement/Medical Retirement (Work Days)	587.00	9	65
Capped - Gratuity: Death/Retirement/Medical Retirement (Work Days)	824.00	6	137
Total	1 610.00	29	56

3.11. HIV/AIDS and Health Promotion Programmes

Table 123. Steps taken to reduce the risk of occupational exposure

Units/categories of employees identified to be at high risk of contracting HIV and related diseases (if any)	Key steps taken to reduce the risk
No units or categories were identified as high risk in the DBE	N/A

Table 124. 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		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 ten (10) 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 your employees? If so, indicate the key elements/ services of this Programme.	Yes		To assist employees with work related and personal problems. To support employees infected and affected by HIV and AIDS To support employees, have substance abuse related problems (drugs and alcohol) To assist employees who have incapacity problems due to ill health or poor performance Offer counselling to employees in the time of bereavement, financial difficulties and 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		Ms. T Khoza Ms. E Mnisi Ms. J Mashapa Ms. K Sono Ms. T Sekgapola Ms. L Mekgwe Ms. D Maboja Ms. A Komape Ms. S Mdladla Ms. M Murimbika Ms. P Tlala
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		Wellness Management Policy Health and Productivity Management Policy HIV and AIDS, STI and TB Management Policy Safety Health Environment Risk and Quality (SHERQ) management Policy Leave Policy Recruitment Policy
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, STI and TB Management Policy HIV and AIDS Workplace Programme Condom distributions and Voluntary Counselling and Testing Campaign

Question	Yes	No	Details, if yes
7. Does the Department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have achieved.	Yes		World AIDS day Commemorated by displaying HIV and AIDS materials, candle lighting and distribution of condoms and HIV and AIDS, STI and TB pamphlets. Through information sharing, pre and post-test counselling, Voluntary Counselling and testing Campaigns
8. Has the Department developed measures/indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators.	Yes		On-site Doctor Employee Health and Wellness Campaigns. Statistics of employees who attended Voluntary counselling and testing Campaign Number of people who attended Health Screening Number of people who attended support groups Number of people who attended Post Test Counselling sessions, Information session and Distribution of pamphlets on HIV and Aids

3.12. Labour Relations

Table 125. Grievances lodged for the period 1 April 2020 and 31 March 2021

Grievances	Number	% of Total
Number of grievances resolved	2	66.66
Number of grievances not resolved	1	33.33
Total number of grievances lodged	3	100

Table 126. Disputes lodged with Councils for the period 1 April 2020 and 31 March 2021

Disputes	Number	% of Total
Number of disputes upheld	None	
Number of disputes dismissed	None	
Total number of disputes lodged	None	

Table 127. Strike actions for the period 1 April 2020 and 31 March 2021

Total number of persons working days lost	None
Total costs working days lost	None
Amount recovered as a result of no work no pay (R'000)	None

Table 128. Precautionary suspensions for the period 1 April 2020 and 31 March 2021

Number of people suspended	None
Number of people whose suspension exceeded 30 days	None
Average number of days suspended	None
Cost of suspension (R'000)	None

3.13. Skills development

This section highlights the efforts of the department with regard to skills development.

Table 129. Training needs identified for the period 1 April 2020 and 31 March 2021

Occupational category	Gender	Number of employees as at 1 April 2020	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes and other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	2		Assessor and Moderator Financial Management		2
	Male	2		Change Management Supply Chain Management		2
Professionals	Female	68		Assessor and Moderator		28
	Male	59		ATLAS TI Business Process Management Digital Learning Specialist Data Management/Analysis Item Development Research Methodology Paralegal Skills Error Analysis Time management Salary Tax People management Peoples Management Infrastructure Development Management System Monitoring and Evaluation Psychometric Interpreter Risk Management Finance for Non-Finance Managers Conflict Management Nutrition Corruption and Fraud Risk Management Ms. Excel MS Powerpoint Sign Language MS Windows Web Server Administration Creative Writing Skill Legal and Legislative drafting Legal Opinion Writing		

Occupational category	Gender	Number of employees as at 1 April 2020	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes and other short courses	Other forms of training	Total
Technicians and associate professionals	Female	34		Basic Accounting System		11
	Male	17		Contract Management Finance for Non-Finance Managers Supply Chain Management IT System Development Monitoring and Evaluation MS Excel MS Office Project Management Report Writing and Minutes Taking Sign Language		
Clerks	Female	70		Finance for Non-Finance Manager		12
	Male	25		Supply Chain Management MS Excel MS Office Project Management Report Writing and Minutes Taking Office Management Customer Care Service JAWS 9 (1.7) Basic Accounting System Persal Introduction Persal Administration		
Elementary occupations	Female	179		Customer Care Service		3
	Male	115		Interpersonal Relations Sign Language		
Sub Total	Female	179				58
	Male	115				
Total		294				58

Table 130. Training provided for the period 1 April 2020 and 31 March 2021

Occupational category	Gender	Number of employees as at 1 April 2020	Training provided within the reporting period			
			Learnerships	Skills Programmes and other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	6		COVID-19 Awareness Programme		5
	Male	8		Leading Change by Championing Gender Equity in the Public Sector Nyukela Public Service SMS Pre-entry Programme Compulsory Induction Programme RPL Public Administration		
Professionals	Female	38		COVID-19 Awareness Programme		17
	Male	24		Leading Change by Championing Gender Equity in the Public Sector Nyukela Public Service SMS Pre-entry Programme Compulsory Induction Programme RPL Public Administration Advance Management Development Programme Know and Live our Constitution Writing for Government Basic Writing Skills Capacity Building for Chairpersons and Initiators for Disciplinary Cases in the Public Service Advanced MS Excel Ethics in the Public Service Introduction to Finance Management and Budgeting Introduction to Leading Change Introduction to Strategic Planning and Management Monitoring and Evaluation Know and Live our Constitution Ethics for Internal Auditors		

Occupational category	Gender	Number of employees as at 1 April 2020	Training provided within the reporting period			
			Learnerships	Skills Programmes and other short courses	Other forms of training	Total
Technicians and associate professionals	Female	22		COVID-19 Awareness Programme		
	Male			Leading Change by Championing Gender Equity in the Public Sector Compulsory Induction Programme RPL Public Administration Advance Management Development Programme Writing for Government Basic Writing Skills Capacity Building for Chairpersons and Initiators for Disciplinary Cases in the Public Service Advanced MS Excel Ethics in the Public Service Introduction to Finance Management and Budgeting Introduction to Leading Change Introduction to Strategic Planning and Management Monitoring and Evaluation Know and Live our Constitution Finance for Non-Financial Management Policy and Procedure on Incapacity Leave and Ill- Health retirement (PILIR)		
		8				16

Occupational category	Gender	Number of employees as at 1 April 2020	Training provided within the reporting period			
			Learnerships	Skills Programmes and other short courses	Other forms of training	Total
Clerks	Female	49		COVID-19 Awareness Programme		
	Male			Leading Change by Championing Gender Equity in the Public Sector Compulsory Induction Programme RPL Public Administration Advance Management Development Programme Know and Live our Constitution Writing for Government Basic Writing Skills Capacity Building for Chairpersons and Initiators for Disciplinary Cases in the Public Service Advanced MS Excel Ethics in the Public Service Introduction to Finance Management and Budgeting Introduction to Leading Change Introduction to Strategic Planning and Management Monitoring and Evaluation Know and Live our Constitution Finance for Non-Financial Management GRAP 1,2,5,12,13,16,17,19 Policy and Procedure on Incapacity Leave and III- Health retirement (PILIR)		
		17				18
Elementary occupations	Female	5		RPL Public Administration		3
	Male	3		Root Cause Identification Compulsory Induction Programme		
Sub Total	Female	120		19		59
	Male	60				
Total		180		19		59

3.14. Injury on duty

The following table provides basic information on injury on duty.

Table 131. Injury on duty for the period 1 April 2020 and 31 March 2021

Nature of injury on duty	Number	% of total
Required basic medical attention only	1	100
Total	1	100



PART E: FINANCIAL INFORMATION

Report of the auditor-general to Parliament on vote no. 16: Department of Basic Education

Report on the audit of the financial statements

Opinion

1. I have audited the financial statements of the Department of Basic Education set out on pages 290 to 386, which comprise the appropriation statement, statement of financial position as at 31 March 2021, the statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, as well as notes to the financial statements, including a summary of significant accounting policies.
2. In my opinion, the financial statements present fairly, in all material respects, the financial position of the Department of Basic Education as at 31 March 2021, 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 1 of 1999 (PFMA) and the Division of Revenue Act 4 of 2020 (Dora).

Basis for opinion

3. 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 my report.
4. I am independent of the department in accordance with the International Ethics Standards Board for Accountants' *International code of ethics for professional accountants (including International Independence Standards)* (IESBA code) as well as other 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 code.
5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Emphasis of matters

6. I draw attention to the matters below. My opinion is not modified in respect of these matters.

Restatement of corresponding figures

7. As disclosed in note 36 to the financial statements, the corresponding figures for 31 March 2020 were restated as a result of an error in the financial statements of the department at, and for the year ended, 31 March 2021.

Irregular expenditure

8. As disclosed in note 26.1 to the financial statements, the department incurred irregular expenditure of R3,209 billion. R2,797 billion of this amount relates to irregular expenditure identified in the current year relating to prior years. The irregular expenditure is mostly as a result of implementing agents that did not follow procurement and contract management prescripts for school infrastructure projects.

Other matter

9. I draw attention to the matter below. My opinion is not modified in respect of this matter.

Unaudited supplementary schedules

10. The supplementary information set out on pages 387 to 400 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

11. 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.
12. 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

13. 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.
14. 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

15. In accordance with the Public Audit Act 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.
16. My procedures address the usefulness and reliability of the reported performance information, which must be based on the department's approved performance planning documents. I have not evaluated the completeness and appropriateness of the performance indicators included in the planning documents. My procedures do not examine whether the actions taken by the department enabled service delivery. My procedures do not extend to any disclosures or assertions relating to the extent of achievements in the current year or 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.

REPORT OF THE AUDITOR-GENERAL

for the year ended march 2021

17. 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 programme presented in the department's annual performance report for the year ended 31 March 2021:

Programme	Pages in the annual performance report
Programme 2 - Curriculum Policy, Support and Monitoring	101-141

18. 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.
19. 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 matter

20. I draw attention to the matter below.

Achievement of planned targets

21. Refer to the annual performance report on pages 128 to 138 for information on the achievement of planned targets for the year and management's explanations provided for the under/over achievement of targets.

Report on the audit of compliance with legislation**Introduction and scope**

22. 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.
23. The material findings on compliance with specific matters in key legislation are as follows:

Annual financial statements

24. 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, capital commitments, accruals and payables not yet recognised and irregular expenditure, identified by the auditors in the submitted financial statements were subsequently corrected.

Expenditure management

25. Effective and appropriate steps were not taken to prevent irregular expenditure amounting to R3,209 billion, as disclosed in note 26.1 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 irregular expenditure disclosed in the financial statements was caused by non-compliance with procurement and contract management prescripts by the appointed implementing agents for school infrastructure projects.

26. Effective steps were not taken to prevent fruitless and wasteful expenditure amounting to R17,369 million, as disclosed in note 27.1 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 infrastructure projects that was stopped as the same projects was implemented by different implementing agents.
27. Payments were not made within 30 days or an agreed period after receipt of an invoice, as required by treasury regulation 8.2.3. The non-compliance resulted in a material irregularity as reported in the section on material irregularities.
28. Payments were made before goods and services were received, in contravention of treasury regulation 15.10.1.2(c). The non-compliance resulted in a material irregularity as reported in the section on material irregularities.

Consequence management

29. I was unable to obtain sufficient appropriate audit evidence that disciplinary steps were taken against officials who had incurred irregular expenditure as required by section 38(1)(h)(iii) of the PFMA.

Procurement and contract management

30. I was unable to obtain sufficient appropriate audit evidence that quotations were accepted only from bidders who submitted a declaration on whether they are employed by the state or connected to any person employed by the state as required by Treasury Regulation 16A8.4 and paragraph 4.1.2 of Practice Note 7 of 2009/2010.
31. I was unable to obtain sufficient appropriate audit evidence that quotations were awarded to suppliers whose tax matters have been declared by the South African Revenue Services to be in order as required by Treasury Regulation 16A9.1(d).

Other information

32. 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 those selected programmes presented in the annual performance report that have been specifically reported in this auditor's report.
33. 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 on it.
34. 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 programme presented in the annual performance report, or my knowledge obtained in the audit, or otherwise appears to be materially misstated.
35. 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

36. 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 findings on compliance with legislation included in this report.
37. 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.
38. Management did not adequately implement action plans to address the root causes of deficiencies identified in the previous year. This resulted in repeat matters being reported.
39. Management did not implement adequate and effective internal controls over financial statement disclosure notes.

Material irregularities

40. In accordance with the PAA and the Material Irregularity 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.

Material irregularities identified during the audit

Learner materials distributed to learners who did not qualify to be on the Kha Ri Gude programme

41. Learner materials were distributed to volunteer educators for learners who were not eligible to benefit as such from the Kha Ri Gude programme between the programme's inception in 2008-09 to 2016-17, as controls to verify learners registered for the programme were ineffective. This was because the department did not maintain effective, efficient and transparent systems of financial and risk management and internal control, as required by section 38(1)(a)(i) of the PFMA.
42. If the losses are not recovered from the volunteer educators, as former officials, it is likely to result in a material financial loss for the department.
43. The accounting officer was notified of the material irregularity on 1 July 2021 and invited to make a written submission on the actions taken or to be taken to address the matter. He subsequently made his submission accordingly.
44. An investigation into the matter by the departmental investigation committee was concluded during the 2016-17 financial year. The accounting officer instituted disciplinary action against the officials responsible in October 2016 and already recovered part of the losses during the 2017-18 financial year. The matter was subsequently referred to the South African Police Service (SAPS) in the 2017-18 to investigate and recover the remaining financial losses. The status of investigation feedback dated 05 July 2021, SAPS reported that the investigation is continuing. I will follow up on this matter during my next audit.

Interest paid on payments not made within 30 days

45. The department did not settle the invoices of a professional service provider within 30 days, as required by treasury regulation 8.2.3. The service provider was appointed to provide professional services for the construction of 29 medium to large schools in the Eastern Cape as part of the accelerated schools Infrastructure delivery initiative (Asidi) programme.

46. Interest of R6,960 million was charged by the professional service provider and paid by the department on 5 June 2019 as a result of the late payment of the accounts, resulting in a material financial loss of R6,960 million by the financial year-end. Due to the department not honouring its contractual obligation, this amount is not recoverable from the professional service provider. The interest was included in the fruitless and wasteful expenditure amount disclosed in note 27 to the financial statements.
47. The accounting officer was notified of the material irregularity on 1 July 2021 and invited to make a written submission on the actions taken or to be taken to address the matter. He subsequently made his submission accordingly.
48. An investigation into the matter by the department investigation committee was in progress as at 31 July 2021. The accounting officer committed to ensure that the investigation is finalised by end of financial year 31 March 2022. I will follow up on the implementation of the actions during my next audit.

Material irregularities in progress

49. I identified another material irregularity during the audit and notified the accounting officer, as required by material irregularity regulation 3(2). By the date of this auditor's report, I had not yet completed the process of evaluating the response from the accounting officer. This material irregularity will be included in the next year's auditor's report.

Previously reported material irregularities

Payments made for defective construction work in the delivery of school infrastructure

50. 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.
51. The accounting officer was notified of the material irregularity on 22 July 2019.
52. 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.

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 mediator 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 mediator on 14 and 17 September 2020, as well as a joint meeting with the contractor on 18 September 2020. The second sitting was on 4 and 5 November 2020. The outcome of the mediation in respect of the cost of remedial work, as included in the mediation report dated 26 March 2021, was that the mediator, having considered amongst other matters, the nature of the contract as well as the type of a contractor being a non-profit organisation, recommended for the department to write off this debt by following the legislative requirements in this regard. The department accepted the recommendation of the mediator, however the process of writing of the debt was yet to commence.

Other reports

53. In addition to the investigations relating to material irregularities, I draw attention to the following engagements conducted by various parties which 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.
54. The Special Investigating Unit (SIU) is investigating, in term of Proclamation No. R23 of 2020 that was published on 23 July 2020 in Government Gazette No. 43546, allegations relating to the affairs of the department. This relates to the procurement of, or contracting for, goods, works and services, including the construction, refurbishment, leasing, occupation and use of immovable property, during, or in respect of the national state of disaster, as declared by Government Notice No. 313 of 15 March 2020, by or on behalf of the State institutions, and payments made in respect thereof. The investigation commenced on 1 September 2020 and the outcome of the investigation is expected during the 2021-22 financial year in terms of the letter of engagement.



Auditor-General

Pretoria

31 July 2021



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 programme 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 provide the accounting officer with a statement that I have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on my independence and, where applicable, actions taken to eliminate threats or safeguards applied.

APPROPRIATION STATEMENT*for the year ended march 2021*

Appropriation per programme										
2020/21										2019/20
Programme	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation	Final Appropriation R'000	Actual Expenditure R'000	
1. Administration	510 774	-	(6 711)	504 063	486 123	17 940	96.4%	518 342	509 388	
2. Curriculum Policy, Support and Monitoring	1 844 089	-	472	1 844 561	1 741 905	102 656	94.4%	1 944 506	1 880 879	
3. Teachers, Education Human Resources and Institutional Development	1 415 666	-	(323)	1 415 343	1 395 395	19 948	98.6%	1 383 888	1 367 945	
4. Planning, Information and Assessment	11 702 252	-	6 686	11 708 938	11 375 084	333 854	97.1%	13 106 706	12 586 411	
5. Educational Enrichment Services	7 922 191	-	(124)	7 922 067	7 902 118	19 949	99.7%	7 511 089	7 506 940	
TOTAL	23 394 972	-	-	23 394 972	22 900 625	494 347	97.9%	24 464 531	23 851 563	
Reconciliation with Statements of Financial Performance										
ADD:										
Departmental receipts				3 373				15 710		
NRF Receipts				-				-		
Aid assistance				1 254				-		
Actual amounts per statement of financial performance (total revenue)				23 399 599				24 480 241		
ADD:										
Aid assistance					21 526				20 083	
Prior year unauthorised expenditure approved without funding										
Actual amounts per statement of financial performance (total expenditure)					22 922 151				23 871 646	

APPROPRIATION STATEMENT*for the year ended march 2021*

Appropriation per economic classification									
	2020/21					2019/20			
	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	2 347 809	(24 298)	(9 619)	2 313 892	2 365 722	(51 830)	102.2%	2 593 570	2 528 199
Compensation of employees	547 905	108	(108)	547 905	497 659	50 246	90.8%	546 751	521 576
Salaries and wages	483 924	50	2 068	486 042	445 752	40 290	91.7%	490 494	468 405
Social contributions	63 981	58	(2 176)	61 863	51 907	9 956	83.9%	56 257	53 171
Goods and services	1 757 486	(24 651)	(9 511)	1 723 324	1 825 402	(102 078)	105.9%	1 996 191	1 955 996
Administrative fees	6 751	(859)	(680)	5 212	3 611	1 601	69.3%	14 558	14 011
Advertising	17 863	(14 537)	(166)	3 160	2 963	197	93.8%	4 765	4 692
Minor assets	2 684	(2 154)	13	543	256	287	47.1%	1 040	817
Audit costs: External	36 454	(10 910)	(7 382)	18 162	14 446	3 716	79.5%	24 766	21 032
Bursaries: Employees	479	(55)	-	424	419	5	98.8%	530	529
Catering: Departmental activities	13 108	(6 802)	(1 350)	4 956	3 490	1 466	70.4%	26 331	22 686
Communication	6 629	1 814	(615)	7 828	6 533	1 295	83.5%	6 984	6 573
Computer services	82 684	147	1 111	83 942	83 023	919	98.9%	83 274	79 113
Consultants: Business and advisory services	131 096	55 499	4 870	191 465	266 727	(75 262)	139.3%	263 570	287 003
Legal services	1 843	1 485	-	3 328	3 178	150	95.5%	12 861	12 860
Contractors	2 407	110	-	2 517	1 096	1 421	43.5%	1 415	1 155
Agency and support / outsourced services	21 100	28 971	(6 067)	44 004	43 382	622	98.6%	31 315	30 377
Entertainment	253	(196)	-	57	3	54	5.3%	156	152
Fleet services	554	1 679	-	2 233	2 226	7	99.7%	2 889	2 637
Inventory: Clothing material and accessories	17	285	-	302	42 269	(41 967)	13996.4%	-	-
Inventory: Farming supplies	54	(54)	-	-	-	-	-	-	-
Inventory: Learner and teacher support material	1 099 829	(67 341)	-	1 032 488	1 025 070	7 418	99.3%	1 057 820	1 044 797
Inventory: Materials and supplies	49	(49)	-	-	-	-	-	-	-
Inventory: Other supplies	3 013	12 924	-	15 537	15 933	4	100.0%	10 268	9 617
Consumable supplies	1 395	631	19	2 045	1 754	291	85.8%	1 524	1 391

APPROPRIATION STATEMENT*for the year ended march 2021*

Appropriation per economic classification										
2020/21										2019/20
	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	R'000
Consumable: Stationery, printing and office supplies	21 543	(12 430)	(162)	8 951	6 015	2 936	67.2%	34 579	27 840	
Operating leases	4 891	(2 876)	(45)	1 970	1 088	882	55.2%	3 107	1 303	
Property payments	162 624	(3 426)	-	159 198	158 085	1 113	99.3%	150 787	148 738	
Travel and subsistence	114 529	(49 599)	(524)	64 406	47 394	17 012	73.6%	185 551	166 831	
Training and development	1 920	(706)	-	1 214	771	443	63.5%	16 179	15 910	
Operating payments	12 336	48 709	1 733	62 778	8 565	54 213	13.6%	36 386	33 166	
Venues and facilities	8 924	(5 366)	397	3 955	3 573	382	90.3%	17 855	15 489	
Rental and hiring	2 457	455	(663)	2 249	83 532	(81 283)	3714.2%	7 681	7 277	
Interest	42 418	245	-	42 663	42 661	2	100.0%	50 628	50 627	
Interest (incl. interest on unitary payments (PPP))	42 418	245	-	42 663	42 661	2	100.0%	50 628	50 627	
Transfers and subsidies	18 794 943	15 496	631 184	19 441 623	19 417 579	24 044	99.9%	20 122 337	20 110 535	
Provinces and municipalities	17 215 675	-	628 000	17 843 675	17 826 572	17 103	99.9%	18 569 231	18 560 771	
Provinces	17 215 675	-	628 000	17 843 675	17 826 572	17 103	99.9%	18 569 231	18 560 771	
Provincial Revenue Funds	17 215 675	-	628 000	17 843 675	17 826 572	17 103	99.9%	18 569 231	18 560 771	
Departmental agencies and accounts	149 735	-	-	149 735	149 735	-	100.0%	155 063	155 063	
Departmental agencies and accounts	149 735	-	-	149 735	149 735	-	100.0%	155 063	155 063	
Foreign governments and international organisations	21 116	-	(216)	20 900	13 980	6 920	66.9%	20 111	16 522	
Non-profit institutions	115 811	15 000	2 825	133 636	133 636	-	100.0%	148 664	148 664	
Households	1 292 606	496	575	1 293 677	1 293 656	21	100.0%	1 229 268	1 229 515	
Social benefits	1 000	496	575	2 071	2 050	21	99.0%	4 997	5 244	
Other transfers to households	1 291 606	-	-	1 291 606	1 291 606	-	100.0%	1 224 271	1 224 271	

APPROPRIATION STATEMENT*for the year ended march 2021*

Appropriation per economic classification									
	2020/21						2019/20		
	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	2 252 220	8 132	(621 970)	1 633 499	1 116 500	516 999	68.4%	1 748 386	1 212 589
Buildings and other fixed structures	2 241 062	1	(630 994)	1 610 069	1 088 819	521 250	67.6%	1 739 313	1 202 485
Buildings	2 241 062	1	(630 994)	1 610 069	1 088 819	524 250	67.6%	1 739 313	1 202 485
Machinery and equipment	10 486	(4 854)	4 620	10 252	9 920	332	96.8%	8 270	6 629
Transport equipment	4 000	(4 000)	-	-	-	-	-	-	-
Other machinery and equipment	6 486	(854)	4 620	10 252	9 920	332	96.8%	8 270	6 629
Software and other intangible assets	672	12 985	4 404	18 061	17 761	300	98.3%	803	3 475
Payments for financial assets	-	670	405	1 075	824	251	76.7%	238	240
Total	23 394 972	-	-	23 394 972	22 900 625	494 347	97.9%	24 464 531	23 851 563

APPROPRIATION STATEMENT*for the year ended march 2021*

Programme 1: Administration									
		2020/21					2019/20		
	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	27 312	3 009	4	30 325	28 794	1 531	95.0%	43 989	43 786
2. Departmental Management	85 888	1 940	404	88 232	84 397	3 835	95.7%	100 554	99 120
3. Corporate Services	76 388	(6 545)	-	69 843	66 161	3 682	94.7%	80 045	78 234
4. Office of the Chief Financial Officer	92 383	7 034	(7 037)	92 380	85 781	6 599	92.9%	79 456	78 300
5. Internal Audit	8 626	(783)	-	7 843	6 932	911	88.4%	7 847	6 253
6. Office Accommodation	220 177	(4 655)	(82)	215 440	214 058	1 382	99.4%	206 451	203 695
Total for sub programmes	510 774	-	(6 711)	504 063	486 123	17 940	96.4%	518 342	509 388

APPROPRIATION STATEMENT*for the year ended march 2021*

Programme 1: Administration									
		2020/21					2019/20		
	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	489 954	(5 601)		476 971	459 421	17 550	96.3%	499 046	491 193
Compensation of employees	194 061	-	-	194 061	185 528	8 533	95.6%	192 435	190 611
Salaries and wages	169 215	(110)	-	169 105	162 610	6 495	96.2%	169 092	167 966
Social contributions	24 846	110	-	24 956	22 918	2 038	91.8%	23 343	22 645
Goods and services	253 475	(5 601)	(7 382)	240 492	231 476	9 016	95.3%	263 054	257 025
Administrative fees	793	(257)	-	536	443	93	82.6%	1 916	1 809
Advertising	1 782	881	-	2 663	2 495	168	93.7%	763	762
Minor assets	1 203	(1 041)	-	162	103	59	63.6%	189	155
Audit costs: External	27 863	(3 979)	(7 382)	16 502	12 787	3 715	77.5%	16 050	15 644
Bursaries: Employees	475	(55)	-	420	419	1	99.8%	530	529
Catering: Departmental activities	1 017	800	-	1 817	1 644	173	90.5%	6 465	6 403
Communication	2 823	1 282	-	4 105	3 803	302	92.6%	3 708	3 669
Computer services	25 973	964	-	26 937	26 682	255	99.1%	21 294	21 088
Consultants: Business and advisory services	665	4 997	-	5 662	5 427	235	95.8%	2 005	940
Legal services	1 843	1 485	-	3 328	3 178	150	95.5%	12 861	12 860
Contractors	437	476	-	913	803	110	88.0%	1 035	877
Agency and support / outsourced services	510	(225)	-	285	275	10	96.5%	171	171
Entertainment	253	(196)	-	57	3	54	5.3%	147	145
Fleet services	543	1 597	-	2 140	2 132	8	99.6%	2 758	2 521
Inventory: Clothing material	17	(17)	-	-	-	-	-	-	-
Inventory: farming supplies	54	(54)	-	-	-	-	-	-	-
Inventory: Material and Supplies	49	(49)	-	-	-	-	-	-	-
Inventory: Other supplies	13	(13)	-	-	-	-	-	-	-
Consumable supplies	1 232	268	-	1 500	1 264	236	84.3%	773	723
Consumable: Stationery, printing and office supplies	3 380	(412)	-	2 968	2 697	271	85.6%	3 877	3 557
Operating leases	2 056	(953)	-	1 103	597	506	54.1%	817	709

Department of Basic Education

297

APPROPRIATION STATEMENT*for the year ended march 2021*

1.2 Departmental Management										
2020/21										2019/20
Economic classification	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	
Current payments	85 394	1 457	-	86 851	83 109	3 742	95.7%	99 812	98 409	
Compensation of employees	71 006	-	-	71 006	68 969	2 037	97.2%	70 092	69 798	
Goods and services	14 388	1 457	-	15 845	14 140	1 705	89.2%	29 720	28 611	
Transfers and subsidies	-	-	404	404	404	-	100.0%	74	71	
Households	-	-	404	404	404	-	100.0%	74	71	
Payments for capital assets	494	480	-	974	881	93	90.5%	666	638	
Machinery and equipment	494	393	-	887	881	6	99.3%	666	638	
Software and other Intangible assets	-	87	-	87	-	87	-	-	-	
Payments for financial assets	-	3	-	3	3	-	100.0%	2	2	
Total	85 888	1 940	404	88 232	84 397	3 835	95.7%	100 554	99 120	

APPROPRIATION STATEMENT*for the year ended march 2021*

1.3 Corporate Services									
2020/21									
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	2019/20	
	R'000	R'000	R'000	R'000	R'000	R'000	%	Appropriation	Actual expenditure
Economic classification									
Current payments	70 869	(4 454)	-	66 415	62 737	3 678	94.52%	77 009	75 203
Compensation of employees	38 558	-	-	38 558	35 824	2 734	92.9%	36 015	35 856
Goods and services	32 311	(4 454)	-	27 857	26 913	944	96.6%	40 994	39 347
Interest and rent on land									
Transfers and subsidies	453	-	-	453	453	-	100.0%	517	517
Departmental agencies and accounts	453	-	-	453	453	-	100.0%	429	429
Households	-	-	-	-	-	-	-	88	88
Payments for capital assets	5 066	(2 091)	-	2 975	2 971	4	99.9%	2 519	2 514
Machinery and equipment	5 066	(4 449)	-	635	614	3	99.5%	2 519	2 514
Payments for financial assets	-	2 358	-	2 358	2 357	1	100.0%	-	-
Total	76 388	(6 545)	-	69 843	66 161	3 682	94.7%	80 045	78 234

APPROPRIATION STATEMENT*for the year ended march 2021*

1.4 Office of the Chief Financial Officer										
2020/21										2019/20
Economic classification	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	
Current payments	91 359	(806)	(7 382)	83 171	76 713	6 458	92.2%	78 112	77 285	
Compensation of employees	55 450	-	-	55 450	53 690	1 760	96.8%	55 814	55 136	
Goods and services	35 909	(806)	(7 382)	27 721	23 023	4 698	83.1%	22 298	22 149	
Transfers and subsidies	300	1	163	465	463	2	99.6%	654	652	
Households	300	1	163	465	463	2	99.6%	654	652	
Payments for capital assets	724	7 838	-	8 562	8 424	138	98.4%	690	364	
Machinery and equipment	589	(172)	-	417	371	46	89.0%	690	363	
Software and other Intangible assets	135	8 010	-	8 145	8 053	92	98.9%	-	-	
Payments for financial assets	-	1	181	182	181	1	99.5%	-	-	
Total	92 383	7 034	(7 037)	92 380	85 781	6 599	92.9%	79 456	78 300	

301

APPROPRIATION STATEMENT*for the year ended march 2021*

1.6 Office Accommodation											
2020/21										2019/20	
	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	R'000	
Current payments	206 756	(3 558)	-	203 198	201 868	1 330	99.3%	194 752	192 673		
Goods and services	164 338	(3 558)	-	160 780	159 451	1 329	99.2%	151 195	149 116		
Interest and rent on land	42 418	-	-	42 418	42 417	1	100.0%	43 557	43 557		
Payments for capital assets	13 421	(1 097)	(82)	12 242	12 190	52	99.6%	11 699	11 022		
Buildings and other fixed structures	11 119	1	-	11 120	11 120	-	100.0%	9 831	9 980		
Machinery and equipment	2 178	(1 056)	-	1 122	1 070	52	95.4%	1 430	606		
Software and other Intangible assets	124	(42)	(82)	-	-	-	-	438	436		
Total	220 177	(4 655)	(82)	215 440	214 058	1 382	99.4%	206 451	203 695		

APPROPRIATION STATEMENT*for the year ended march 2021*

Programme 2: Curriculum Policy, Support and Monitoring											
2020/21										2019/20	
	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	4 181	(37)	-	4 144	2 941	1 203	71.0%	3 480	3 405		
2. Curriculum Implementation and Monitoring	357 368	2 697	119	360 184	324 362	35 822	90.1%	375 868	361 182		
3. Curriculum and Quality Enhancement Programmes	1 482 540	(2 660)	353	1 480 233	1 414 602	65 631	95.6%	1 565 158	1 516 292		
Total for sub programmes	1 844 089	-	472	1 844 561	1 741 905	102 656	94.4%	1 944 506	1 880 879		

APPROPRIATION STATEMENT*for the year ended march 2021*

Programme 2: Curriculum Policy, Support and Monitoring									
2020/21					2019/20				
	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	1 267 115	(822)	(189)	1 266 104	1 180 855	85 249	93.3%	1 330 431	1 275 325
Compensation of employees	95 051	-	-	95 051	74 531	20 520	78.4%	99 485	86 319
Salaries and wages	83 380	(90)	-	83 290	67 239	16 051	80.7%	90 099	77 942
Social contributions	11 671	90	-	11 761	7 292	4 469	62.0%	9 386	8 377
Goods and services	1 172 064	(822)	(189)	1 171 053	1 106 323	64 729	94.5%	1 230 946	1 189 006
Administrative fees	1 618	(895)	-	723	436	287	60.3%	3 152	3 107
Advertising	9 392	(9 392)	-	-	-	-	-	59	58
Minor assets	1 168	(1 110)	-	58	49	9	84.5%	144	89
Audit costs: External	550	(550)	-	-	-	-	-	30	-
Catering: Departmental activities	3 220	(2 638)	-	582	316	266	54.3%	4 794	4 651
Communication	692	215	-	907	640	267	70.6%	677	634
Computer services	5 000	959	-	5 959	5 370	589	90.1%	7 313	4 415
Consultants: Business and advisory services	1 414	(548)	-	866	610	256	70.4%	2 027	1 809
Contractors	282	(276)	-	6	3	3	50.0%	4	-
Agency and support / outsourced services	8 363	30 236	(1 025)	37 574	37 034	540	98.6%	26 483	26 234
Fleet services	-	-	-	-	-	-	-	2	1
Inventory: Learner and teacher support material	1 098 415	(66 211)	-	1 032 204	1 024 821	7 383	99.3%	1 056 683	1 044 366
Inventory: Clothing material and accessories	-	302	-	302	301	1	99.7%	-	-
Inventory: Other supplies	-	15 501	-	15 501	15 498	3	100.0%	9 411	8 760
Consumable supplies	24	66	-	90	83	7	92.2%	133	120
Consumable: Stationery, printing and office supplies	9 047	(7 192)	-	1 855	1 346	509	72.6%	25 579	21 173
Operating leases	618	(498)	-	120	96	24	80.0%	762	116
Travel and subsistence	19 175	(5 725)	836	14 286	12 179	2 107	85.3%	59 007	40 036
Training and development	582	(582)	-	-	-	-	-	1 114	894
Operating payments	6 781	50 772	-	57 553	5 241	52 312	9.1%	24 812	23 791
Venues and facilities	5 703	(3 623)	-	2 080	1 934	146	93.0%	5 793	5 788
Rental and hiring	20	367	-	387	367	20	94.8%	2 967	2 964

APPROPRIATION STATEMENT*for the year ended march 2021*

Programme 2: Curriculum Policy, Support and Monitoring									
2020/21									
	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	576 216	602	189	577 007	559 692	17 315	97.0%	613 024	604 617
Provinces and municipalities	575 726	-	-	575 726	558 623	17 103	97.0%	612 087	603 627
Provinces	575 726	-	-	575 726	558 623	17 103	97.0%	612 087	603 627
Provincial Revenue Funds	575 726	-	-	575 726	558 623	17 103	97.0%	612 087	603 627
Foreign governments and international organisations	196	-	(3)	193		193		186	173
Households	294	602	192	1 088	1 069	19	98.3%	751	817
Social benefits	294	602	192	1 088	1 069	19	98.3%	751	817
Payments for capital assets	758	8	469	1 235	1 145	90	92.7%	1 051	932
Machinery and equipment	758	8	469	1 235	1 145	90	92.7%	1 051	932
Other machinery and equipment	758	8	469	1 235	1 145	90	92.7%	1 051	932
Payments for financial assets	-	212	3	215	213	2	99.1%	-	5
Total	1 844 089	-	472	1 844 561	1 741 905	102 656	94.4%	1 944 506	1 880 879

APPROPRIATION STATEMENT*for the year ended march 2021*

2.1: PROGRAMME MANAGEMENT: CURRICULUM POLICY, SUPPORT AND MONITORING										
2020/21										2019/20
Economic classification	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Appropriation	Final	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000
Current payments	4 181	(271)	-	3 910	2 707	1 203	69.2%	3 449	3 375	3 375
Compensation of employees	3 267	-	-	3 267	2 572	695	78.7%	2 744	2 698	2 698
Goods and services	914	(271)	-	643	135	508	21.0%	705	677	677
Transfers and subsidies	-	234	-	234	234	-	100.0%	-	-	-
Households	-	234	-	234	234	-	100.0%	-	-	-
Social benefits	-	234	-	234	234	-	100.0%	-	-	-
Payments for capital assets	-	-	-	-	-	-	-	31	30	30
Machinery and equipment	-	-	-	-	-	-	-	31	30	30
Other machinery and equipment	-	-	-	-	-	-	-	31	30	30
Total	4 181	(37)	-	4 144	2 941	1 203	71.0%	3 480	3 405	3 405

APPROPRIATION STATEMENT*for the year ended march 2021*

2.2 CURRICULUM IMPLEMENTATION AND MONITORING										
2020/21										2019/20
Economic classification	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	
Current payments	113 807	2 209	(189)	115 827	97 384	18 443	84.1%	153 687	147 344	
Compensation of employees	57 280	-	-	57 280	41 479	15 801	72.4%	47 857	47 271	
Goods and services	56 527	2 209	(189)	58 547	55 905	2 642	95.5%	105 830	100 073	
Transfers and subsidies	243 060	349	173	243 582	226 286	17 296	92.9%	221 618	213 212	
Provinces and municipalities	242 864	-	-	242 864	225 761	17 103	93.0%	220 785	212 325	
Foreign governments and international organisations	196	-	(3)	193	-	193	-	186	173	
Households		349	176	525	525	-	100.0%	647	714	
Payments for capital assets	501	(70)	135	566	484	82	85.5%	563	621	
Machinery and equipment	501	(70)	135	566	484	82	85.5%	563	621	
Payments for financial assets	-	209	-	209	208	1	99.5%	-	5	
Total	357 368	2 697	119	360 184	324 362	35 822	90.1%	375 868	361 182	

Department of Basic Education

APPROPRIATION STATEMENT*for the year ended march 2021*

Programme 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT										
2020/21										2019/20
	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	R'000
Sub programme										
1. Programme Management: Teachers, Education Human Resources and Institutional development	1 977	-	(18)	1 959	1 515	444	77.3%	2 201	1 993	
2. Education Human resources Management	60 195	-	(100)	60 095	50 824	9 271	84.6%	62 639	55 828	
3. Education Human resources Development	1 339 320	-	(1 981)	1 337 339	1 330 783	6 556	99.5%	1 300 208	1 294 055	
4. Curriculum and Professional Development Unit	14 174	-	1 776	15 950	12 273	3 677	76.9%	18 840	16 069	
Total for sub programmes	1 415 666	-	(323)	1 415 343	1 395 395	19 948	98.6%	1 383 888	1 367 945	

APPROPRIATION STATEMENT*for the year ended march 2021*

Programme 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT									
2020/21						2019/20			
	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	93 402	104	(108)	93 398	76 745	16 653	82.2%	122 084	109 029
Compensation of employees	74 536	108	(108)	74 536	67 251	7 285	90.2%	75 246	67 687
Salaries and wages	67 281	246	(261)	67 266	61 557	5 709	91.5%	67 397	60 839
Social contributions	7 255	(138)	153	7 270	5 694	1 576	78.3%	7 849	6 848
Goods and services	18 866	(4)	-	18 862	9 494	9 368	50.3%	46 838	41 342
Administrative fees	317	(16)	-	301	105	196	34.9%	1 211	1 155
Advertising	10	6	-	16	1	15	6.3%	3 205	3 144
Minor assets	148	(43)	-	105	40	65	38.1%	71	18
Catering: Departmental activities	695	(263)	-	432	66	366	15.3%	2 719	2 392
Communication	600	391	-	991	752	239	75.9%	423	286
Computer services	2 423	653	-	3 076	3 078	(2)	100.1%	1 398	1 396
Consultants: Business and advisory services	-	434	-	434	429	5	98.8%	-	-
Contractors	1 060	155	-	1 215	210	1 005	17.3%	31	-
Agency and support / outsourced services	813	(562)	-	251	184	67	73.3%	584	16
Inventory: Learner and teacher support material		250	-	250	249	1	99.6%		
Consumable supplies	96	234	-	330	300	30	90.9%	38	21
Consumable: Stationery, printing and office supplies	1 001	(20)	-	981	431	550	43.9%	895	697
Operating leases	60	116	-	176	59	117	33.5%	128	75
Travel and subsistence	10 511	(1 760)	-	8 751	2 944	5 807	33.6%	18 685	15 217
Training and development	575	198	-	773	372	401	48.1%	13 624	13 624
Operating payments	226	150	-	376	68	308	18.1%	782	694
Venues and facilities	331	(50)	-	281	161	120	57.3%	2 803	2 369
Rental and hiring	-	123	-	123	45	78	36.6%	241	238

APPROPRIATION STATEMENT

for the year ended march 2021

Programme 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT										
2020/21							2019/20			
	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	1 321 841	(108)	1	1 321 734	1 318 468	3 266	99.8%	1 261 252	1 258 569	
Departmental agencies and accounts	12 878	-	-	12 878	12 878	-	100.0%	20 000	20 000	
Departmental agencies	12 878	-	-	12 878	12 878	-	100.0%	20 000	20 000	
Foreign governments and international organisations	17 249	-	(3)	17 246	13 980	3 266	81.1%	16 445	13 762	
Households	1 291 714	(108)	4	1 291 610	1 291 610	-	100.0%	1 224 807	1 224 807	
Social benefits	108	(108)	4	4	4	-	100.0%	536	536	
Other transfers to households	1 291 606	-	-	1 291 606	1 291 606	-	100.0%	1 224 271	1 224 271	
Payments for capital assets	423	-	(219)	204	173	31	84.8%	528	324	
Machinery and equipment	423	(29)	(219)	175	173	2	98.9%	528	324	
Other machinery and equipment	423	(29)	(219)	175	173	2	98.9%	528	324	
Software and other Intangible assets	-	29	-	29	-	29				
Payments for financial assets	-	4	3	7	9	(2)	128.6%	24	23	
Total	1 415 666	-	(323)	1 415 343	1 395 395	19 948	98.6%	1 383 888	1 367 945	

Department of Basic Education

APPROPRIATION STATEMENT*for the year ended march 2021*

3.2: PROGRAMME MANAGEMENT: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT										
2020/21										2019/20
Economic classification	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	
Current payments	42 709	108	-	42 817	36 812	6 005	86.0%	45 490	41 368	
Compensation of employees	36 726	108	-	36 834	34 521	2 313	93.7%	37 114	33 335	
Goods and services	5 983	-	-	5 983	2 291	3 692	38.3%	8 376	8 033	
Transfers and subsidies	17 357	(108)	(3)	17 246	13 980	3 266	81.1%	16 931	14 248	
Foreign governments and international organisations	17 249	-	(3)	17 246	13 980	3 266	81.1%	16 445	13 762	
Households	108	(108)	-	-	-	-	-	486	486	
Payments for capital assets	129	-	(100)	29	29	-	100.0%	196	191	
Machinery and equipment	129	-	(100)	29	29	-	100.0%	196	191	
Payments for financial assets	-	-	3	3	3	-	100.0%	22	21	
Total	60 195	-	(100)	60 095	50 824	9 271	84.6%	62 639	55 828	

APPROPRIATION STATEMENT*for the year ended march 2021*

3.3: EDUCATION HUMAN RESOURCES DEVELOPMENT										
2020/21							2019/20			
	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	34 696	(4)	(1 908)	32 784	26 229	6 555	80.0%	55 710	49 626	
Compensation of employees	27 618	-	(1 908)	25 710	21 829	3 881	84.9%	26 366	23 858	
Goods and services	7 078	(4)	-	7 074	4 400	2 674	62.2%	29 344	25 768	
Transfers and subsidies	1 304 484	-	4	1 304 488	1 304 488	-	100.0%	1 244 321	1 244 321	
Departmental agencies and accounts	12 878	-	-	12 878	12 878	-	100.0%	20 000	20 000	
Households	1 291 606	-	4	1 291 610	1 291 610	-	100.0%	1 224 321	1 224 321	
Payments for capital assets	140	-	(77)	63	63	-	100.0%	175	106	
Machinery and equipment	140	-	(77)	63	63	-	100.0%	175	106	
Payments for financial assets	-	4	-	4	3	1	75.0%	2	2	
Total	1 339 320	-	(1 981)	1 337 339	1 330 783	6 556	99.5%	1 300 208	1 294 055	

315

APPROPRIATION STATEMENT*for the year ended march 2021*

Programme 4: PLANNING, INFORMATION AND ASSESSMENT											
2020/21										2019/20	
	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	3 797	-	(196)	3 601	3 443	158	95.6%	5 516	5 448		
2. Financial planning, Information and Management Systems	49 039	(407)	(1 483)	47 149	46 575	574	98.8%	47 682	42 901		
3. School Infrastructure	11 209 365	262	3 952	11 213 579	10 892 440	321 139	97.1%	12 513 274	12 001 059		
4. National Assessments and Public Examinations	281 163	(14 883)	4 119	270 399	260 129	10 270	96.2%	341 744	343 487		
5. National Education evaluation and Development Unit	17 015	-	(1 243)	15 772	15 571	201	98.7%	18 944	15 955		
6. Planning and Delivery Oversight Unit	141 873	15 028	1 537	158 438	156 926	1 512	99.0%	179 546	177 561		
Total for sub programmes	11 702 252	-	6 686	11 708 938	11 375 084	333 854	97.1%	13 106 706	12 586 411		

APPROPRIATION STATEMENT*for the year ended march 2021*

Programme 4: PLANNING, INFORMATION AND ASSESSMENT									
2020/21					2019/20				
	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	428 915	(17 972)	(1 940)	409 003	600 164	(191 161)	146.7%	574 103	588 687
Compensation of employees	132 620	-	-	132 620	126 625	5 995	95.5%	133 601	133 362
Salaries and wages	117 348	279	2 329	119 956	115 494	4 462	96.3%	122 631	122 646
Social contributions	15 272	(279)	(2 329)	12 664	11 131	1 533	87.9%	10 970	10 716
Goods and services	296 295	(18 217)	(1 940)	276 138	473 295	(197 157)	171.4%	433 431	448 255
Administrative fees	3 341	352	(680)	3 013	2 526	487	83.8%	7 172	6 848
Advertising	6 679	(6 498)	(166)	15	1	14	6.7%	354	345
Minor assets	120	3	13	136	24	112	17.6%	619	538
Audit costs: External	8 041	(6 381)	-	1 660	1 659	1	99.9%	8 686	5 388
Catering: Departmental activities	7 108	(4 632)	(1 350)	1 126	1 050	76	93.3%	8 888	5 787
Communication	1 919	(166)	(615)	1 138	1 010	128	88.8%	1 831	1 649
Computer services	49 288	(2 435)	1 111	47 964	47 888	(76)	99.8%	53 269	52 214
Consultants: Business and advisory services	129 017	50 616	4 870	184 503	260 261	(75 758)	141.1%	259 538	284 254
Contractors	128	(114)	-	14	14	-	100.0%	345	278
Agency and support / outsourced services	11 414	(624)	(5 042)	5 748	5 746	2	100.0%	2 603	2 484
Entertainment	-	-	-	-	-	-	-	6	5
Fleet services	11	82-	-	93	94	(1)	101.1%	129	115
Inventory: Clothing material and accessories					41 968	(41 968)		-	-
Inventory: Other supplies	3 000	(3 000)	-	-	-	-	-	-	-
Consumable supplies	43	26	19	88	76	12	86.4%	171	126
Consumable: Stationery, printing and office supplies	6 854	(5 040)	(162)	1 652	1 292	360	78.2%	3 526	2 015
Operating leases	1 981	(1 674)	(45)	262	197	65	75.2%	1 096	281
Travel and subsistence	60 702	(34 598)	(1 360)	24 744	24 118	626	97.5%	69 782	74 557
Training and development	-	-	-	-	-	-	-	236	236
Operating payments	2 276	(2 122)	1 733	1 887	1 769	118	93.7%	7 938	5 940
Venues and facilities	2 452	(1 587)	397	1 262	1 240	22	98.3%	5 353	3 686
Rental and hiring	1 921	(425)	(663)	833	82 362	(81 529)	9887.4%	1 889	1 509
Interest and rent on land	-	245	-	245	244	1	99.6%	7 071	7 070
Interest	-	245	-	245	244	1	99.6%	7 071	7 070

APPROPRIATION STATEMENT*for the year ended march 2021*

Programme 4: PLANNING, INFORMATION AND ASSESSMENT										
2020/21							2019/20			
	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	9 042 780	15 000	630 655	9 688 435	9 684 974	3 461	100.0%	10 802 047	10 801 341	
Provinces and municipalities	8 786 967	-	628 000	9 414 967	9 414 967	-	100.0%	10 514 478	10 514 478	
Provinces	8 786 967	-	628 000	9 414 967	9 414 967	-	100.0%	10 514 478	10 514 478	
Provincial Revenue Funds	8 786 967	-	628 000	9 414 967	9 414 967	-	100.0%	10 514 478	10 514 478	
Departmental agencies and accounts	136 404	-	-	136 404	136 404	-	100.0%	134 634	134 634	
Departmental agencies	136 404	-	-	136 404	136 404	-	100.0%	134 634	134 634	
Foreign governments and international organisations	3 671	-	(210)	3 461	-	3 461	-	3 480	2 587	
Non-profit institutions	115 738	15 000	2 825	133 563	133 563	-	100.0%	148 595	148 595	
Households	-	-	40	40	40	-	100.0%	860	1 047	
Social benefits	-	-	40	40	40	-	100.0%	860	1 047	
Payments for capital assets	2 230 557	2 592	(622 239)	1 610 910	1 089 605	521 305	67.6%	1 730 390	1 196 217	
Buildings and other fixed structures	2 229 943	-	(630 994)	1 598 949	1 077 699	521 250	67.4%	1 729 482	1 192 505	
Buildings	2 229 943	-	(630 994)	1 598 949	1 077 699	521 250	67.4%	1 729 482	1 192 505	
Machinery and equipment	291	49	4 269	4 609	4 555	54	98.8%	575	673	
Other machinery and equipment	291	49	4 269	4 609	4 555	54	98.8%	575	673	
Software and Other Intangible assets	323	2 543	4 486	7 352	7 351	1	100.0%	333	3 039	
Payments for financial assets	-	380	210	590	341	249	57.8%	166	166	
Total	11 702 252	-	6 686	11 708 938	11 375 084	333 854	97.1%	13 106 706	12 586 411	

APPROPRIATION STATEMENT*for the year ended march 2021*

4.1 PROGRAMME MANAGEMENT, PLANNING, INFORMATION AND ASSESSMENT										
2020/21										2019/20
Economic classification	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	
Current payments	3 776	-	(200)	3 576	3 420	156	95.6%	5 496	5 448	
Compensation of employees	3 395	-	-	3 395	3 299	96	97.2%	3 376	3 354	
Goods and services	381	-	(200)	181	121	60	66.9%	2 120	2 094	
Payments for capital assets	21	-	4	25	23	2	92.0%	20	-	
Machinery and equipment	21	-	4	25	23	2	92.0%	20	-	
Total	3 797	-	(196)	3 601	3 443	158	95.6%	5 516	5 448	

4.2: FINANCIAL PLANNING, INFORMATION AND MANAGEMENT

Total

APPROPRIATION STATEMENT*for the year ended march 2021*

4.3: SCHOOL INFRASTRUCTURE									
2020/21							2019/20		
	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	192 408	10	3 700	196 118	396 474	(200 356)	202.2%	269 208	293 809
Compensation of employees	11 581	-	4 200	15 781	17 248	(1 467)	109.3%	15 608	15 254
Goods and services	180 827	(235)	(500)	180 092	378 982	(198 890)	210.4%	246 529	271 485
Interest and rent on land	-	245	-	245	244	1	99.6%	7 071	7 070
Transfers and subsidies	8 786 967	-	628 000	9 414 967	9 414 967	-	100.0%	10 514 539	10 514 538
Provinces and municipalities	8 786 967	-	628 000	9 414 967	9 414 967	-	100.0%	10 514 478	10 514 478
Households	-	-	-	-	-	-	-	61	60
Payments for capital assets	2 229 990	44	(627 956)	1 602 078	1 080 784	521 294	67.5%	1 729 527	1 192 712
Buildings and other fixed structures	2 229 943	-	(630 994)	1 598 949	1 077 699	521 250	67.4%	1 729 482	1 192 505
Machinery and equipment	47	44	44	135	91	44	67.4%	45	207
Software and Other Intangible assets	-	-	2 994	2 994	2 994	-	100.0%	-	-
Payments for financial assets	-	208	208	416	215	201	51.7%	-	-
Total	11 209 365	262	3 952	11 213 579	10 892 440	321 139	97.1%	12 513 274	12 001 059

APPROPRIATION STATEMENT*for the year ended march 2021*

4.4: NATIONAL ASSESSMENTS AND PUBLIC EXAMINATIONS										
2020/21										2019/20
Economic classification	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	
Current payments	141 088	(15 049)	1 240	127 279	120 517	6 762	94.7%	203 576	203 055	
Compensation of employees	60 026	-	(1 576)	58 450	52 453	5 997	89.7%	62 036	61 889	
Goods and services	81 062	(15 049)	2 816	68 829	68 064	765	98.9%	141 540	141 166	
Transfers and subsidies	140 075	-	(197)	139 878	136 417	3 461	97.5%	138 168	137 468	
Departmental agencies and accounts	136 404	-	-	136 404	136 404	-	100.0%	134 634	134 634	
Foreign governments and international organisations	3 671	-	(210)	3 461	-	3 461	0%	3 480	2 587	
Households	-	-	13	13	13	-	100.0%	54	247	
Payments for capital assets	-	-	3 076	3 076	3 076	-	100.0%	-	2 962	
Machinery and equipment	-	-	1 261	1 261	1 261	-	100.0%	-	256	
Software and Other Intangible assets	-	-	1 815	1 815	1 815	-	100.0%	-	2 706	
Payments for financial assets	-	166	-	166	119	47	71.7%	-	2	
Total	281 163	(14 883)	4 119	270 399	260 129	10 270	96.2%	341 744	343 487	

323

APPROPRIATION STATEMENT*for the year ended march 2021*

4.6 PLANNING AND DELIVERY OVERSIGHT UNIT											
2020/21											2019/20
	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	R'000	
Current payments	25 967	22	(1 650)	24 339	22 835	1 504	93.8%	30 064	28 198		
Compensation of employees	18 682	-	1 376	20 058	19 399	659	96.7%	18 069	18 386		
Goods and services	7 285	22	(3 026)	4 281	3 436	845	80.3%	11 995	9 812		
Transfers and subsidies	115 738	15 000	2 825	133 563	133 563	-	100.0%	149 325	149 321		
Non-profit institutions	115 738	15 000	2 825	133 563	133 563	-	100.0%	148 595	148 595		
Households	-	-	-	-	-	-	-	730	726		
Payments for capital assets	168	5	360	533	526	7	98.7%	152	38		
Machinery and equipment	168	5	360	533	526	7	98.7%	152	38		
Payments for financial assets	-	1	2	3	2	1	66.7%	5	4		
Total	141 873	15 028	1 537	158 438	156 926	1 512	99.0%	179 546	177 561		

APPROPRIATION STATEMENT*for the year ended march 2021*

Programme 5: EDUCATION ENRICHMENT SERVICES											
2020/21										2019/20	
	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	4 764	19	25	4 808	2 743	2 065	57.1%	3 391	3 287		
2. Partnership in education	32 773	(10)	4	32 767	20 770	11 997	63.4%	32 807	31 215		
3. Care and Support in Schools	7 884 654	(9)	(153)	7 884 492	7 878 605	5 887	99.9%	7 474 891	7 472 438		
Total for sub programmes	7 922 191	-	(124)	7 922 067	7 902 118	19 949	99.7%	7 511 089	7 506 940		

APPROPRIATION STATEMENT*for the year ended march 2021*

Programme 5: EDUCATION ENRICHMENT SERVICES									
2020/21							2019/20		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification									
Current payments	68 423	(7)	-	68 416	48 537	19 879	70.9%	67 906	63 965
Compensation of employees	51 637	-	-	51 637	43 724	7 913	84.7%	45 984	43 597
Salaries and wages	46 700	(275)	-	46 425	38 852	7 573	83.7%	41 275	39 012
Social contributions	4 937	275	-	5 212	4 872	340	93.5%	4 709	4 585
Goods and services	16 786	(7)	-	16 779	4 813	11 966	28.7%	21 922	20 368
Administrative fees	682	(43)	-	639	101	538	15.8%	1 107	1 092
Advertising	-	466	-	466	466	-	100.0%	384	383
Minor assets	45	37	-	82	40	42	48.8%	17	17
Bursaries: Employees	4	-	-	4	-	4	-	-	-
Catering: Departmental activities	1 068	(69)	-	999	414	585	41.4%	3 465	3 453
Communication	595	92	-	687	328	359	47.7%	345	335
Computer services	-	6	-	6	5	1	83.3%	-	-
Contractors	500	(131)	-	369	66	303	17.9%	-	-
Agency and support / outsourced services	-	146	-	146	143	3	97.9%	1 474	1 472
Entertainment	-	-	-	-	-	-	-	3	2
Inventory: Learner and teacher support material	1 414	(1 380)	-	34	-	34	-	1 137	431
Inventory: Other supplies	-	436	-	436	435	1	99.8%	857	857
Consumable supplies	-	37	-	37	31	6	83.8%	409	401
Consumable: Stationery, printing and office supplies	1 261	234	-	1 495	249	1 246	16.7%	702	398
Operating leases	176	133	-	309	139	170	45.0%	304	122
Travel and subsistence	9 003	(659)	-	8 344	1 221	7 123	14.6%	9 260	8 992
Operating payments	1 780	547	-	2 327	970	1 357	41.7%	927	920
Venues and facilities	130	141	-	271	205	66	75.6%	1 307	1 270
Rental and hiring	128	-	-	128	-	128	-	224	223

APPROPRIATION STATEMENT*for the year ended march 2021*

Programme 5: EDUCATION ENRICHMENT SERVICES									
2020/21							2019/20		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Transfers and subsidies	7 853 353	1	(229)	7 853 125	7 853 125	-	100.0%	7 442 735	7 442 735
Provinces and municipalities	7 852 982	-	-	7 852 982	7 852 982	-	100.0%	7 442 666	7 442 666
Provinces	7 852 982	-	-	7 852 982	7 852 982	-	100.0%	7 442 666	7 442 666
Provincial Revenue Funds	7 852 982	-	-	7 852 982	7 852 982	-	100.0%	7 442 666	7 442 666
Non-profit institutions	73	-	-	73	73	-	100.0%	69	69
Households	298	1	(229)	70	70	-	100.0%	-	-
Social benefits	298	1	(229)	70	70	-	100.0%	-	-
Payments for capital assets	415	3	101	519	450	69	86.7%	444	237
Machinery and equipment	415	3	101	519	450	69	86.7%	444	237
Other machinery and equipment	415	3	101	519	450	69	86.7%	444	237
Payments for financial assets	-	3	4	7	6	1	85.7%	4	3
Total	7 922 191	-	(124)	7 922 067	7 902 118	19 949	99.7%	7 511 089	7 506 940

Department of Basic Education

329

APPROPRIATION STATEMENT*for the year ended march 2021*

5.3 CARE AND SUPPORT IN SCHOOLS											
2020/21										2019/20	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Final	Actual expenditure	
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	
Current payments	31 076	(4)	-	31 072	25 252	5 820	81.3%	31 923	31 923	29 584	
Compensation of employees	23 989	-	-	23 989	22 445	1 544	93.6%	23 836	23 836	22 649	
Goods and services	7 087	(4)	-	7 083	2 807	4 276	39.6%	8 087	8 087	6 935	
Transfers and subsidies	7 853 353	1	(229)	7 853 125	7 853 125	-	100.0%	7 442 735	7 442 735	7 442 735	
Provinces and municipalities	7 852 982	-	-	7 852 982	7 852 982	-	100.0%	7 442 666	7 442 666	7 442 666	
Non-profit institutions	73	-	-	73	73	-	100.0%	69	69	69	
Households	298	1	(229)	70	70	-	100.0%	-	-	-	
Payments for capital assets	225	(8)	76	293	226	67	77.1%	229	229	116	
Machinery and equipment	225	(8)	76	293	226	67	77.1%	229	229	116	
Payments for financial assets		2	-	2	2	-	100.0%		4	3	
Total	7 884 654	(9)	(153)	7 884 492	7 878 605	5 887	99.9%	7 474 891	7 474 891	7 472 438	

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 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 R'000	Actual Expenditure R'000	Variance R'000	Variance as a % of Final Appropriation %
Programme 1: Administration	504 063	486 123	17 940	4%
Under expenditure is due to staff restructuring, which meant post could not be filled.				
Programme 2: Curriculum Policy, Support and Monitoring	1 844 561	1 741 905	102 656	6%
Under expenditure is due lockdown restriction as monitoring on provinces could not happen.				
Programme 3: Teachers, Education Human Resources and Institutional Development	1 415 343	1 395 395	19 948	1%
There were no material variances on this programme.				
Programme 4: Planning, Information and Assessment	11 708 938	11 375 084	333 854	3%
Under expenditure is due to lockdown restriction which delayed construction on ASIDI and SAFE projects.				
Programme 5: Educational Enrichment Services	7 922 067	7 902 118	19 949	0%
There were no material variances on this programme				

NOTES TO THE APPROPRIATION STATEMENT*for the year ended march 2021***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	547 905	497 659	50 246	9%
Goods and services	1 723 324	1 825 402	(102 078)	(6%)
Interest and rent on land	42 663	42 661	2	0%
Transfers and subsidies				
Provinces and municipalities	17 843 675	17 826 572	17 103	0%
Departmental agencies and accounts	149 735	149 735	-	0%
Foreign governments and international organisations	20 900	13 980	6 920	33%
Non-profit institutions	133 636	133 636	-	0.0%
Households	1 293 677	1 293 656	21	0.0%
Payments for capital assets				
Buildings and other fixed structures	1 610 069	1 088 819	521 250	32%
Machinery and equipment	10 252	9 920	332	3%
Software and other Intangible assets	18 061	17 761	300	2%
Payments for financial assets	1 075	824	251	23%

Goods and Services has overspent due to rental and hiring of mobile toilets.

4.3 Per conditional grant

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Mathematics, Science and Technology	332 862	332 862	-	0%
Education Infrastructure Grant	9 414 967	9 414 967	-	0%
HIV and Aids (Life Skills Education) Grant	187 095	187 095	-	0%
National School Nutrition Programme Grant	7 665 887	7 665 887	-	0%
Learner with Profound Intellectual Disability	242 864	225 761	17 103	7%

DEPARTMENT OF BASIC EDUCATION VOTE 16
STATEMENT OF FINANCIAL PERFORMANCE
for the year ended march 2021

		2020/21	2019/20
	Note	R'000	R'000
REVENUE			
Annual appropriation	1	23 394 972	24 464 531
Departmental revenue	2	3 373	15 710
Aid assistance	3	1 254	-
TOTAL REVENUE		23 399 599	24 480 241
EXPENDITURE			
Current expenditure			
Compensation of employees	4	497 659	521 576
Goods and services	5	1 825 402	1 955 996
Interest and rent on land	6	42 661	50 627
Aid assistance	3	21 206	20 083
Total current expenditure		2 386 928	2 548 282
Transfers and subsidies			
Transfers and subsidies	8	19 417 579	20 110 535
Aid assistance	3	10	-
Total transfers and subsidies		19 417 589	20 110 535
Expenditure for capital assets			
Tangible assets	9	1 099 049	1 209 114
Intangible assets	9	17 761	3 475
Total expenditure for capital assets		1 116 810	1 212 589
		-	-
Payments for financial assets	7	824	240
TOTAL EXPENDITURE		22 922 151	23 871 646
SURPLUS/(DEFICIT) FOR THE YEAR		477 448	608 595
Reconciliation of Net Surplus/(Deficit) for the year			
Voted funds		494 347	612 968
Annual appropriation		477 244	612 968
Conditional grants		17 103	-
Departmental revenue and NRF Receipts	15	3 373	15 710
Aid assistance	3	(20 272)	(20 083)
SURPLUS/(DEFICIT) FOR THE YEAR		477 448	608 595

DEPARTMENT OF BASIC EDUCATION VOTE 16
STATEMENT OF FINANCIAL POSITION
for the year ended march 2021

		2020/21	2019/20
		R'000	R'000
ASSETS			
Current assets	Note	740 236	615 738
Unauthorised expenditure	<u>10</u>	6 488	6 488
Cash and cash equivalents	<u>11</u>	18	419 939
Prepayments and advances	<u>12</u>	649 308	139 215
Receivables	<u>13</u>	38 790	25 167
Aid assistance receivable	<u>3</u>	45 632	24 929
TOTAL ASSETS		740 236	615 738
LIABILITIES			
Current liabilities		740 217	615 720
Voted funds to be surrendered to the Revenue Fund	<u>14</u>	510 728	611 651
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	<u>15</u>	1 030	1 344
Bank overdraft		114 627	-
Payables	<u>16</u>	113 401	2 725
Aid assistance repayable	<u>3</u>	431	-
TOTAL LIABILITIES		740 217	615 720
NET ASSETS		19	18
Represented by:			
Recoverable revenue		19	18
TOTAL		19	18

DEPARTMENT OF BASIC EDUCATION VOTE 16
STATEMENT OF CHANGES IN NET ASSETS
for the year ended march 2021

		2020/21	2019/20
	Note	R'000	R'000
Recoverable revenue			
Opening balance		18	18
Transfers:	7.1	1	-
Irrecoverable amounts written off			
Debts revised			
Debts recovered (included in departmental receipts)		(9)	(9)
Debts raised		10	9
Closing balance		19	18

CASH FLOW STATEMENT*for the year ended march 2021*

		2020/21	2019/20
	Note	R'000	R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		23 399 599	24 480 237
Annual appropriated funds received		23 394 972	24 464 527
Departmental revenue received	<u>2</u>	2 342	4 573
Interest received	<u>2.2</u>	1 031	11 137
Aid assistance received	<u>3</u>	1 254	-
Net (increase)/decrease in working capital		(413 040)	15 837
Surrendered to Revenue Fund		(615 338)	(304 542)
Surrendered to RDP Fund/Donor		-	(6 440)
Current payments		(2 344 267)	(2 497 655)
Interest paid	<u>6</u>	(42 661)	(50 627)
Payments for financial assets		(824)	(240)
Transfers and subsidies paid		(19 417 589)	(20 110 535)
Net cash flow available from operating activities	<u>18</u>	565 880	1 526 035
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	<u>9</u>	(1 116 810)	(1 212 589)
Net cash flows from investing activities		(1 116 810)	(1 212 589)
CASH FLOWS FROM FINANCING ACTIVITIES			
Distribution/dividend received			
Increase/(decrease) in net assets		1	-
Net cash flows from financing activities		1	-
Net increase/(decrease) in cash and cash equivalents		(550 929)	313 446
Cash and cash equivalents at beginning of period		419 939	106 493
Unrealised gains and losses within cash and cash equivalents		16 381	-
Cash and cash equivalents at end of period	<u>11</u>	(114 609)	419 939

ACCOUNTING POLICIES*for the year ended march 2021***Accounting Policies****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 comprise 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 [include details here]. In terms of the arrangement the department is the [principal / agent] and is responsible for [include details here]. All related revenues, expenditures, assets and liabilities have been recognised or recorded in terms of the relevant policies listed herein. Additional disclosures have been provided in the notes to the financial statements where appropriate.

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:

Included are funds appropriated in terms of the Appropriation Act (and the Adjustments Appropriation Act) for National Departments (Voted funds) and Provincial Departments:

	2020/21			2019/20		
	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	510 744	510 774	-	518 342	518 340	2
Curriculum Policy, Support and Monitoring	1 844 089	1 844 089	-	1 996 156	1 996 156	-
Teachers, Education Human Resources and Institutional Development	1 415 666	1 415 666	-	1 368 888	1 368 888	-
Planning, Information and Assessment	11 702 252	11 702 252	-	13 070 056	13 070 056	-
Educational Enrichment Services	7 922 191	7 922 191	-	7 511 089	7 511 087	2
Total	23 394 972	23 394 972	-	24 464 531	24 464 527	4

In 2019/20:

Unrequested funds (funds not requested) were as a result of approval for monthly drawings adjustment which were received late from National Treasury; this meant the request had to be made again for unrequested funds (not requested) to be moved to the following month.

2. Departmental revenue

	Note	2020/21 R'000	2019/20 R'000
Tax revenue			
Sales of goods and services other than capital assets	2.1	1 941	3 044
Interest, dividends and rent on land	2.2	1 031	11 137
Transactions in financial assets and liabilities	2.3	401	1 529
Transfer received		-	-
Total revenue collected		3 373	15 710
Less: Own revenue included in appropriation			
Departmental revenue collected		3 373	15 710

2.1 Sales of goods and services other than capital assets

	Note	2020/21 R'000	2019/20 R'000
Sales of goods and services produced by the department	2	1 908	3 021
Sales by market establishment		94	96
Other sales		1 814	2 925
Sales of scrap, waste and other used current goods		33	23
Total		1 941	3 044

2.2 Interest, dividends and rent on land

		2020/21	2019/20
	Note	R'000	R'000
Interest	2	1 031	11 137
Total		1 031	11 137

2.3 Transactions in financial assets and liabilities

		2020/21	2019/20
	Note	R'000	R'000
	2		
Receivables		401	1 529
Total		401	1 529

3. Aid assistance

		2020/21	2019/20
	Note	R'000	R'000
Opening Balance		(24 929)	1 594
As restated		(24 929)	1 594
Transferred from statement of financial performance		(20 272)	(20 083)
Paid during the year		-	(6 440)
Closing Balance		(45 201)	(24 929)

Aid assistance is currently showing receivable amount of R45.201 million due to the Department not receiving all EU fund from the RDP account.

3.1 Analysis of balance by source

		2020/21	2019/20
	Note	R'000	R'000
	3		
Aid assistance from RDP		(45 201)	(24 929)
Closing balance		(45 201)	(24 929)

3.2 Analysis of balance

		2020/21	2019/20
	Note	R'000	R'000
	3		
Aid assistance receivable		(45 632)	(24 929)
Aid assistance repayable	3	431	-
Closing balance		(45 201)	(24 929)
Aid assistance not requested/not received		197 256	184 540

3.3 Aid assistance expenditure per economic classification

	2020/21	2019/20
Note	R'000	R'000
Current	21 206	20 083
Capital	310	-
Transfers and subsidies	10	-
Total aid assistance expenditure	21 526	20 083

4. Compensation of employees

4.1 Salaries and Wages

	2020/21	2019/20
Note	R'000	R'000
Basic salary	326 709	329 513
Performance award	4 068	7 129
Service Based	394	490
Compensative/circumstantial	26 912	38 373
Periodic payments	6 371	8 417
Other non-pensionable allowances	81 299	84 483
Total	445 753	468 405

4.2 Social contributions

	2020/21	2019/20
Note	R'000	R'000
Employer contributions		
Pension	38 111	40 438
Medical	13 720	12 661
Bargaining council	69	66
Official unions and associations	6	6
Total	51 906	53 171

Total compensation of employees	497 659	521 576

Average number of employees	724	714

5. Goods and Services

		2020/21	2019/20
	Note	R'000	R'000
Administrative fees		3 611	14 011
Advertising		2 963	4 692
Minor assets	5.1	256	817
Bursaries (employees)		419	529
Catering		3 490	22 686
Communication		6 533	6 575
Computer services	5.2	83 023	79 116
Consultants: Business and advisory services		266 727	287 002
Legal services		3 178	12 860
Contractors		1 096	1 156
Agency and support / outsourced services		43 382	30 376
Entertainment		3	153
Audit cost – external	5.3	14 446	21 032
Fleet services		2 226	2 636
Inventory	5.4	1 083 272	1 054 415
Consumables	5.5	7 769	29 232
Operating leases		1 088	1 303
Property payments	5.6	158 085	148 737
Rental and hiring		83 532	7 277
Travel and subsistence	5.7	47 394	166 826
Venues and facilities		3 573	15 489
Training and development		771	15 910
Other operating expenditure	5.8	8 565	33 166
Total		1 825 402	1 955 996

5.1 Minor assets

		2020/21	2019/20
	Note	R'000	R'000
	5		
Tangible assets			
Machinery and equipment		256	817
Total		256	817

5.2 Computer services

		2020/21	2019/20
	Note	R'000	R'000
	5		
SITA computer services		78 899	74 059
External computer service providers		4 124	5 057
Total		83 023	79 116

5.3 Audit cost – External

	2020/21	2019/20
Note	R'000	R'000
5		
Regularity audits	11 368	16 066
Investigations	1 380	3 585
Computer audits	1 698	1 381
Total	14 446	21 032

5.4 Inventory

	2020/21	2019/20
Note	R'000	R'000
5		
Clothing material and accessories	42 269	-
Learning, teaching and support material	1 025 070	1 044 798
Other supplies	15 933	9 617
Total	1 083 272	1 054 415

5.4.1 Other supplies

	2020/21	2019/20
Note	R'000	R'000
5.4		
Assets for distribution	15 933	9 617
School furniture	15 933	9 122
Library material	-	495
Total	15 933	9 617

5.5 Consumables

	2020/21	2019/20
Note	R'000	R'000
5		
Consumable supplies	1 754	1 392
Uniform and clothing	3	10
Household supplies	586	4
Building material and supplies	-	147
Communication accessories	-	1
IT consumables	314	318
Other consumables	851	912
Stationery, printing and office supplies	6 015	27 840
Total	7 769	29 232

5.6 Property payments

		2020/21	2019/20
	Note	R'000	R'000
	5		
Municipal services		4 772	2 834
Property management fees		151 903	144 036
Property maintenance and repairs		217	147
Other		1 193	1 720
Total		158 085	148 737

Other:

R1.193 million disclosed as "Other" relates to gardening services, cleaning services, safeguard and security services.

5.7 Travel and subsistence

		2020/21	2019/20
	Note	R'000	R'000
	5		
Local		47 378	153 786
Foreign		16	13 040
Total		47 394	166 826

5.8 Other operating expenditure

		2020/21	2019/20
	Note	R'000	R'000
	5		
Professional bodies, membership and subscription fees		25	49
Resettlement costs		187	490
Other		8 353	32 627
Total		8 565	33 166

6. Interest and Rent on Land

		2020/21	2019/20
	Note	R'000	R'000
	6		
Interest paid		42 661	50 627
Total		42 661	50 627

7. Payments for financial assets

		2020/21	2019/20
	Note	R'000	R'000
	7.1		
Debts written off		824	240
Total		824	240

7.1 Debts written off

		2020/21	2019/20
	Note	R'000	R'000
Nature of debts written off	7		
Old DoE Debt Written Off		181	-
Employee (Car damages and Accommodation no-shows)		643	240
Total		824	240
Total debt written off		824	240

8. Transfers and subsidies

		2020/21	2019/20
	Note	R'000	R'000
Provinces and municipalities	38	17 826 572	18 560 771
Departmental agencies and accounts	Annex 1A	149 735	155 063
Foreign governments and international organisations	Annex 1B	13 980	16 522
Non-profit institutions	Annex 1C	133 636	148 664
Households	Annex 1D	1 293 656	1 229 515
Total		19 417 579	20 110 535

9. Expenditure for capital assets

		2020/21	2019/20
	Note	R'000	R'000
Tangible assets		1 099 049	1 209 114
Buildings and other fixed structures	34.1	1 088 819	1 202 485
Machinery and equipment	32.1	10 230	6 629
Intangible assets		17 761	3 475
Software	33.1	17 761	3 475
Total		1 116 810	1 212 589

9.1 Analysis of funds utilised to acquire capital assets – 2020/21

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible assets	1 098 739	310	1 099 049
Buildings and other fixed structures	1 088 819	-	1 088 819
Machinery and equipment	9 920	310	10 230
Intangible assets			
Software	17 761		17 761
Total	1 116 500	310	1 116 810

9.2 Analysis of funds utilised to acquire capital assets – 2019/20

	Voted funds	Aid assistance	Total
	R'000	R'000	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

9.3 Finance lease expenditure included in Expenditure for capital assets

	2020/21	2019/20
	R'000	R'000
Tangible assets		
Buildings and other fixed structures	11 120	9 980
Total	11 120	9 980

10. Unauthorised expenditure

10.1 Reconciliation of unauthorised expenditure

	2020/21	2019/20
	R'000	R'000
Opening balance	6 488	6 488
Closing balance	6 488	6 488
Analysis of closing balance		
	R'000	R'000
Unauthorised expenditure awaiting authorisation	6 488	6 488
Total	6 488	6 488

10.2 Analysis of unauthorised expenditure awaiting authorisation per economic classification

	2020/21	2019/20
	R'000	R'000
Current	6 488	6 488
Total	6 488	6 488

10.3 Analysis of unauthorised expenditure awaiting authorisation per type

	2020/21	2019/20
	R'000	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

	2020/21	2019/20
Note	R'000	R'000
Consolidated Paymaster General Account	-	419 921
Cash on hand	18	18
Total	18	419 939

12. Prepayments and advances

		2020/21	2019/20
	Note	R'000	R'000
Travel and subsistence		-	9
Prepayments (Not expensed)	12.2	7 983	3 734
Advances paid (Not expensed)	12.1	641 325	135 472
Total		649 308	139 215

12.1 Advances paid (Not expensed)

Note	Balance as at 1 April 2020	Less: Amount expensed in current year	Add or Less: Other	Add: Current Year advances	Balance as at 31 MARCH 2021
12	R'000	R'000	R'000	R'000	R'000
National departments	394	(4)	(390)	-	-
Provincial departments	1 867	-	(464)	-	1 403
Other entities	133 211	(892 135)	(504)	1 399 350	639 922
Total	135 472	(892 139)	(1 358)	1 399 350	641 325

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
12	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

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended march 2021

12.2 Prepayments (Not expensed)

<i>Note</i>	Balance as at 1 April 2020	Less: Amount expensed in current year	Add or Less: Other	Add: Current Year advances	Balance as at 31 MARCH 2021
14	R'000	R'000	R'000	R'000	R'000
Capital assets	3 734	-	-	4 249	7 983
Total	3 734	-	-	4 249	7 983

<i>Note</i>	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

		2020/21		2019/20			
		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	15 780	-	15 780	18 260	-	18 260
Recoverable expenditure	13.2	2 358	-	2 358	2 637	-	2 637
Staff debt	13.3	62	-	62	61	-	61
Fruitless and wasteful expenditure	13.4	20 590	-	20 590	4 209	-	4 209
Total		38 790	-	38 790	25 167	-	25 167

13.1 Claims recoverable

	<i>Note</i>	2020/21	2019/20
		R'000	R'000
National departments	13 and Annex 3	2 655	4 511
Provincial departments		2 154	2 188
Public entities		46	-
Private enterprises		10 925	11 561
Total		15 780	18 260

13.2 Recoverable expenditure (disallowance accounts)

	<i>Note</i>	2020/21	2019/20
		R'000	R'000
DoJ Victim Overpayment	13	44	44
Salary Disallowances		218	72
Car Damages and No-show		2 093	2 521
Salary Tax Debt		2	-
Dishonoured Cheques		1	-
Total		2 358	2 637

13.3 Staff debt

	2020/21	2019/20
Note	R'000	R'000
13		
Bursaries	3	3
Periodical debt	34	58
Ex-employees	25	-
Total	62	61

13.4 Fruitless and wasteful expenditure

	2020/21	2019/20
Note	R'000	R'000
13		
Opening balance	4 209	4 209
Transfers from note 27 Fruitless and Wasteful Expenditure	16 381	-
Total	20 590	4 209

14. Voted funds to be Surrendered to the Revenue Fund

	2020/21	2019/20
Note	R'000	R'000
Opening balance	628 032	283 503
Prior period error	14.1	16 381
As restated	628 032	299 884
Transfer from statement of financial performance (as restated)	494 347	612 968
Voted funds not requested/not received	1.1	(4)
Paid during the year	(611 651)	(284 816)
Closing balance	510 728	628 032

14.1 Prior period error

	Note	2019/20
		R'000
Nature of prior period error		16 381
Fruitless expenditure amount was due to none delivery of goods by The Mvula Trust.		16 381
		16 381

15. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund

	2020/21	2019/20
Note	R'000	R'000
Opening balance	1 344	5 360
Prior period error		
As restated	1 344	5 360
Transfer from Statement of Financial Performance (as restated)	3 373	15 710
Paid during the year	(3 687)	(19 726)
Closing balance	1 030	1 344

16. Bank Overdraft

	2020/21	2019/20
Note	R'000	R'000
Consolidated Paymaster General Account	114 627	-
Total	114 627	-

17. Payables – current

	2020/21	2019/20
Note	R'000	R'000
Advances received	17.1 1 636	1 612
Clearing accounts	17.2 1 142	1 086
Other payables	17.3 110 623	27
Total	113 401	2 725

17.1 Advances received

	2020/21	2019/20
Note	R'000	R'000
National departments	17 1 297	-
Other institutions	339	1 612
Total	1 636	1 612

17.2 Clearing accounts

	2020/21	2019/20
Note	R'000	R'000
17		
South African Revenue Services	1 134	1 124
Government Pension Funds	(51)	(51)
Medical Aid	(12)	(12)
Government Employee Housing Scheme	71	25
Total	1 142	1 086

17.3 Other payables

	2020/21	2019/20
Note	R'000	R'000
17		
Unknown receipts	2	27
Outstanding transactions	45 546	-
Persal EBT Control Account	3 560	-
Surrendered Conditional Grants	61 515	-
Total	110 623	27

18. Net cash flow available from operating activities

	2020/21	2019/20
Note	R'000	R'000
Net surplus/(deficit) as per Statement of Financial Performance	477 448	608 595
Add back non-cash/cash movements not deemed operating activities	88 432	917 440
(Increase)/decrease in receivables – current	(13 623)	5 439
(Increase)/decrease in prepayments and advances	(510 093)	9 168
 Increase/(decrease) in payables – current	 110 676	 1 230
 Expenditure on capital assets	 1 116 810	 1 212 589
Surrenders to Revenue Fund	(615 338)	(304 542)
Surrenders to RDP Fund/Donor	-	(6 440)
Voted funds not requested/not received	-	(4)
Net cash flow generated by operating activities	565 880	1 526 035

19. Reconciliation of cash and cash equivalents for cash flow purposes

	2020/21	2019/20
Note	R'000	R'000
Consolidated Paymaster General account	(114 627)	419 921
Cash on hand	18	18
Total	(114 609)	419 939

20. Contingent liabilities and contingent assets

20.1 Contingent liabilities

		2020/21	2019/20
	Note	R'000	R'000
Liable to			
Claims against the department	Annex 2A	217 543	266 926
Other	Annex 2A	52 499	30 832
Total		270 042	297 758

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.

SINOKUHL

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.

Zithole Construction vs Mvula Trust (DBE)

The contractor claimed for loss of profit due to late payment non-compliance resulting in the withdrawal of the contractor from site, subsequent disputes, and ultimately the cancellation of the contractual arrangement with financial loss implications for the department.

RICTS vs DBE

There is a dispute on amount payable to supplier by DBE.

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. State attorney has decided to close the case as they do not anticipate any further action from the plaintiff

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. State attorney has decided to close the case as they do not anticipate any further action from the plaintiff.

Kgoro Sipho v Minister of Basic Education

Claim for damages as result of injury sustained. Claim has been dormant for more than three years. State attorney has decided to close the case as they do not anticipate any further action from the plaintiff.

CVB Trading v Minister of Basic Education

Claim for beach for alleged breach of contract. Claim has been dormant for more than three years. State attorney has decided to close the case as they do not anticipate any further action from the plaintiff.

Prestige Academy vs Minister of Basic Education

Claim for payment of goods sold and delivered. Claim has been dormant for more than three years, State attorney has decided to close the case as they do not anticipate any further action from the plaintiff.

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, State attorney has decided to close the case as they do not anticipate any further action from the plaintiff.

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, the plaintiff has withdrawn the action against the first defendant.

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. The matter was settled out of court

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.

Tintswalo Mercy Ngobeni vs Minister of Basic Education and 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.

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.

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 v Minister of Basic Education

Claim for damages-motor vehicle collision. Minister was wrongly cited instead of the EC Provincial Department of Education. State attorney has decided to close the case, as the claim has prescribed, so they can't re-issue summons against the Provincial Department anymore.

Bessie Hlongwa v Minister of Basic Education

Claim for injuries as a result of an assault by a teacher to a learner.

Kgotle Mapula vs Minister of Basic Education

The claim is for allegations that learners performed circumcision on the plaintiff's son.

Andrew Hlaphane vs Minister of Basic Education

The plaintiff alleged that he was defamed by an educator and that the Minister is vicariously liable for the action of the educator.

Mokgaetji P Mashiane and Others v Minister of Basic Education and 03 others

The claim is for a learner who was stabbed to death by a fellow learner in the office of the principal.

Nevondo Ntsengisani Linah v Minister of Basic Education and Others

The claim is for reputational damage by the teacher.

Lindiwe Dhlamini v Minister of Basic Education

The plaintiff is suing for damages resulted from being stabbed by another learner.

Nancy Malepe v Minister of Basic Education

The claim is for an assault by the teacher who hit the learner with a ruler that resulted in the learner's index finger being broken.

Gertina De Klerk v Minister of Basic Education and Director General

The claim is for an assault by the learner who kicked and punched the educator.

Ronan Ferreira v Minister of Basic Education

The claim is for an injury sustained by the learner during a life orientation lesson.

BM Dlamini v Minister of Education

The claim is for HIV/AIDS test that was conducted from a learner and the result were published without the parent consent.

Yvonne Naidoo v Minister of Education

The claim is for alleged rape of a learner to another learner as a result sexual assault.

Tyrees Pillay v Minister of Education

Claim for a learner who was raped by an educator at school.

Gloria Mabizela v Minister of Basic Education

Claim for assault on learner by the teacher.

Faranani Housing Projects vs Minister of Public Works and Others

The plaintiff is suing the DoE EC and DPW EC for legal fees emanating from service rendered.

Haleigh Louise Botha v Minister of Health and Others

The claim is for damages cause by the defendants on the National Human Papillomavirus vaccination campaign

Lidwala Consulting Engineers vs Asivhanga Tshibubudze NO and Others

The claim is for summons for the outstanding payments of outstanding invoices that were paid late

Dana Brown v Minister of Basic Education

The claim is for plaintiff who cut her wrist whilst opening a window that was broken.

20.2 Contingent assets

		2020/21	2019/20
	Note	R'000	R'000
Nature of contingent asset			
Shota Engineering (Dispute on guarantees payments)		5 120	3 233
Phumiredi (Dispute on guarantees payments)		3 371	3 371
Bahlaping Keep Africa JV (Dispute on guarantees payments)		5 319	5 319
Baitiredi Keep Africa (Dispute on guarantees payments)		4 276	4 276
BR Thima/Tarman JV (Dispute on Claim from Contractor)		15 748	15 748
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)		4 742	3 190
Makhathini Projects (Counter claim)		15 899	15 899
Magna FS (Counter claim)		29 849	29 849
Denrob Business Enterprise (Dispute on guarantees payments)		1 090	1 090
Total		105 271	101 832

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.

Shota Engineering

Dispute on guarantees payments

Phumiredi

Dispute on guarantees payments

Bahlaping Keep Africa JV

Dispute on guarantees payments.

Baitiredi Keep Africa

Dispute on guarantees payments.

Khuthala Consulting (Pty) Ltd

Dispute on guarantees payments.

Luengo Enterprises (Pty) Ltd

Dispute on guarantees payments.

Mebalabala Holdings (Pty) Ltd

Dispute on guarantees payments.

Denrob Business Enterprise

Dispute on guarantees payment.

21. Capital commitments

	2020/21	2019/20
	R'000	R'000
Building and other fixed structure (ASIDI and SAFE)	1 357 639	1 846 999
Machinery and equipment	4 964	6 389
Total Commitments	1 362 603	1 853 388

Note

22. Accruals and payables not recognised

22.1 Accruals

			2020/21	2019/20
			R'000	R'000
Listed by economic classification				
	30 Days	30+ Days	Total	Total
Goods and services	48 108	7 555	55 663	67 627
Interest and rent on land	3 387	1	3 388	-
Capital assets	33 174	7 239	40 413	12 748
Other	394	238	632	130
Total	85 063	15 033	100 096	80 505

Note	2020/21	2019/20
	R'000	R'000

Listed by programme level

Programme 1: Administration	23 823	21 710
Programme 2: Curriculum Policy, Support and Monitoring	2 898	2 309
Programme 3: Teachers, Education HR and Institutional Development	766	339
Programme 4: Planning, Information and Assessment	72 349	55 755
Programme 5: Educational Enrichment Services	260	392
Total	100 096	80 505

22.2 Payables not recognised

			2020/21	2019/20
			R'000	R'000
Listed by economic classification				
	30 Days	30+ Days	Total	Total
Goods and services	67 276	18 966	86 242	24 968
Interest and rent on land	-	35	35	36
Capital assets	43 060	84 736	127 796	106 175
Other	3	9	12	509
Total	110 339	103 746	214 085	131 688

Note	2020/21	2019/20
	R'000	R'000

Listed by programme level

Programme 1: Administration	321	89
Programme 2: Curriculum Policy, Support and Monitoring	51 908	18 832
Programme 3: Teachers, Education HR and Institutional Development	95	5
Programme 4: Planning, Information and Assessment	167 710	112 759
Programme 5: Educational Enrichment Services	51	3
Total	214 085	131 688

23. Employee benefits

	2020/21	2019/20
Note	R'000	R'000
Leave entitlement	37 668	27 287
Service bonus (Thirteenth cheque)	11 493	11 796
Performance awards	7 568	7 570
Capped leave commitments	16 972	18 086
Other	309	356
Total	74 010	65 095

2019/20: Long service awards is estimated at R356 thousand.

2020/21: Long service awards is estimated at R309 thousand.

24. Lease commitments

24.1 Operating leases

2020/21	Machinery and equipment	Total
Not later than 1 year	902	902
Later than 1 year and not later than 5 years	622	622
Total lease commitments	1 524	1 524

2019/20	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

Department has leased motor vehicles from Department of Transport Gauteng provisional. Currently the contract has expired and lease period is operating on a month to month basis as car are due to be returned. Operating lease commitment will be included as soon as the new contract has been signed by both parties.

25. Accrued departmental revenue

	2020/21	2019/20
Note	R'000	R'000
Sales of goods and services other than capital assets	497	497
Interest, dividends and rent on land	11 554	7 631
Transactions in financial assets and liabilities	30 599	9 562
Total	42 650	17 690

25.1 Analysis of accrued departmental revenue

	Note	2020/21 R'000	2019/20 R'000
Opening balance		17 690	7 950
Less: amounts received		(1 091)	(8 037)
Add: amounts recorded		26 051	17 777
Less amounts written-off/reversed as irrecoverable			
Closing balance		42 650	17 690

26. Irregular expenditure

26.1 Reconciliation of irregular expenditure

	Note	2020/21 R'000	2019/20 R'000
Opening balance		2 688 159	1 885 236
Prior period error		-	(15 534)
As restated		2 688 159	1 869 702
Add: Irregular expenditure – relating to prior year		2 796 696	129 980
Add: Irregular expenditure – relating to current year		412 491	688 477
Closing balance		5 897 346	2 688 159

Analysis of awaiting condonation per age classification

Current year	3 209 187	818 457
Prior years	2 688 159	1 869 702
Total	5 897 346	2 688 159

26.2 Details of irregular expenditure – added current year (relating to current and prior years)

Incident	Disciplinary steps taken/criminal proceedings	2020/21 R'000
Adopt A School		6 165
COEGA EC and KZN		558 535
DBE 61		37 744
DBSA (Various schools)		873 671
DRPW EC		40 241
IDT (EC, KZN and LIM)		804 181
TMT		850 237
IA Fees		25 009
THE BAOBAB LEARNING INSTITUTE		907
BLUE TURTLE TECHNOLOGIES		1 236
EVANBABS TRADING AND PROJECTS		24
IBHUBESI INFORMATION TECHNOLOGIE		324
ITULERATO BUSINESS SOLUTION		7
LTM DOLCE		183
NEO TECHNOLOGIES		858

DEPARTMENT OF BASIC EDUCATION VOTE 16
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended march 2021

TROPICAL SKY TRADING	498
TTRO NEVER STOP LEARNING	25
INDEPEENDENT EXAMINATIONS BOARD (IEB)	4 623
BOKA KATLEGO	448
SIR MAX CORPORATION	163
SHAHEEN MEHTAR CONSULTANCY CC	17
BATSHA IT SOLUTIONS	28
PLOY MEDIA	494
UBUNTU TECHNOLOGIES	43
DIFFERENTIATION AND INTEGRATION	71
HY412 Lindlala Projects (Pty) Ltd	498
CHRYSLIZ HOLDINGS	415
ESRI SOUTH AFRICA	2 542
Total	3 209 187

26.3 Details of irregular expenditures under investigation (not included in the main note Incident)

	2020/21
	R'000
DBE93	177
DBSA	12 846
DRPW EC	10 576
IDT	8 354
SAFE Mvula Trust	1 349
SAFE DBSA	3 914
SITA	11 128
Total	48 344

26.4 Prior period error

	Note	2019/20
		R'000
Nature of prior period error		
		(15 534)
Re-calculation on ASIDI related Irregular expenditure.		(15 534)
Total		(15 534)

- The Accounting Officer appointed an Investigation Team to investigate all irregular expenditure cases. The Team has written 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.
- In the current financial year, the Department disclosed additional irregular expenditure of R3.209 billion. However, only R413 million of this amount was incurred in the current financial year. The balance of R2.796 billion relates to expenditure which was already incurred in previous financial years, but was discovered during the year under review as per the breakdown below:

DEPARTMENT OF BASIC EDUCATION VOTE 16
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended march 2021

Procurement Year	R'000
2012/2013	47 436
2013/2014	418 927
2014/2015	479 091
2015/2016	85 205
2016/2017	314 587
2017/2018	843 342
2018/2019	606 787
2019/2020	1 321
Total	2 796 696

- 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 3 schools in KwaZulu-Natal. The appointment of the agent was due to cost-effectiveness in the implementation of the 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 1 of the stages was misinterpreted where site visits should have been 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 quotation.
- TCT Civil and Construction as well as XOL-MAK Construction, we 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 was appointed by the Department however, 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 quotation, this was none compliance to Practice note 8 of 2007/08 par 3.3.3 if it is not possible to obtain at least 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 complaining to Instruction Note 3 of 2016/17 paragraph 8.4 and 9.1.
- Department made payment to BLUE TURTLE TECHNOLOGIES, it was discovered that bids above R500 000 were not evaluated through competitive bidding process. In terms of the National Treasury Regulation 16A3.2(a), A Supply Chain Management System referred to in paragraph 16A3.1 must be fair, equitable, transparent, competitive and cost effective.
- Department made payment to LTM DOLCE, it was discovered that warding of a contract to supplier for the purchase of uniforms and protective clothing, was not reported to the Department of Trade and Industry, along with the SBD 6.2 certificates and declarations of the supplier. In terms of the National Treasury instruction note on invitation and evaluation of bids based on a stipulated minimum threshold for local production and content for the textile, clothing, leather and footwear sector, paragraph 7.1. "Once bids are awarded, the DTI must be: (i) notified of all the successful bidders and the value of the contracts. (ii) provided with copies of the contracts, the SBD/MBD 6.2 certificates together with the declarations submitted by the successful bidder."

- Department made payment to BOKA KATLEGO; INDEPENDENT EXAMINATIONS BOARD; SIR MAX CORPORATION; ESRI SOUTH AFRICA; SHAHEEN MEHTAR CONSULTANCY CC; BATSHA IT SOLUTIONS; PLOY MEDIA; UBUNTU TECHNOLOGIES; DIFFERENTIATION AND INTEGRATION; HY412 Lindlifa Projects (Pty) Ltd; IBHUBESI INFORMATION TECHNOLOGIE, it was discovered that the supplier did not submit an SBD 4 form (Declaration of interest) to declare any potential conflict of interest. In terms of the Treasury Regulation 16A9.1, the accounting officer must (a) take all reasonable steps to prevent abuse of the supply chain management system.
- Department made payment to BAOBAB LEARNING INSTITUTE; TTRO NEVER STOP LEARNING; ITULERATO BUSINESS SOLUTION as well as EVANBABS TRADING AND PROJECTS, it was discovered that the suppliers were not tax compliant. The acceptance of bids from suppliers that are not tax compliant is in contravention of Treasury Instruction 4A 2016/2017.

27. Fruitless and wasteful expenditure

27.1 Reconciliation of fruitless and wasteful expenditure

		2020/21	2019/20
	Note	R'000	R'000
Opening balance		78 946	2 133
Prior period error		-	(179)
As restated		78 946	1 954
Fruitless and wasteful expenditure – relating to prior year		16 381	69 487
Fruitless and wasteful expenditure – relating to current year		988	7 505
Less: Amounts transferred to receivables for recovery	15.6	(16 381)	-
Closing balance		79 934	78 946

27.2 Analysis of Current year's (relating to current and prior years) fruitless and wasteful expenditure

Incident	Disciplinary steps taken/criminal proceedings	2020/21
		R'000
Interest charged on late payment to contractors on ASIDI projects		244
SAFE projects allocated to two implementing agency (DBSA and MVT)		706
None delivery of goods by The Mvula Trust		16 381
Payments made on Infrastructure Projects Stopped by Provincial Education Department (IDT EC-NDPW)		38
Total		17 369

27.3 Prior period error

	Note	2019/20
		R'000
Nature of prior period error		(179)
Amount was incorrectly disclosed as Fruitless expenditure instead of Irregular expenditure.		(179)
Total		(179)

27.4 Details of fruitless and wasteful expenditures under investigation (not included in the main note)

Incident	2020/21 R'000
DBE 93	13 384
Department of Education Free State	1 141
Department of Education Western Cape	156
Department of Roads, and Public Works Eastern Cape	29
ESKOM	1 775
Independent Development Trust	23 674
Mhlathuze Water	3
The Mvula Trust	23 976
COEGA Development Cooperation	760
Management Fees (paid to implementing agents: DRPW, IDT, MW, MVT and CDC)	3 048
SAFE	83
Kha Ri Gude (Stipends paid to volunteers)	10 689
Total	78 718

28. 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.

29. Key management personnel

	No. of Individuals	2020/21 R'000	2019/20 R'000
Political office bearers (provide detail below)			
Officials:	2	4 390	6 348
Level 15 to 16	9	16 924	18 159
Level 14	20	25 018	27 004
Family members of key management personnel	1	941	968
Total		47 273	52 479

30. Public Private Partnership

		2020/21	2019/20
	Note	R'000	R'000
Unitary fee paid		205 440	197 573
Fixed component		53 537	53 537
Indexed component		151 903	144 036
Analysis of indexed component		151 903	144 036
Goods and services (excluding lease payments)		151 903	144 036
Other		12 831	9 783
Prepayments and advances		4 249	3 734
Other obligations		8 582	6 049

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 was 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, Setheko Pty Ltd, has designed, constructed, and is maintaining and servicing the new building. In return, the Department will pay Setheko 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 2020/21 unitary fee was therefore calculated using the December 2020 rate.

A penalty to the value of R269 571.27 (excl. VAT) was have been raised in the 2020/21 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
- Partnering and Change 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 Tirasano 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.

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 2020 CPI for example is used to calculate the unitary fee for the 2021/22 financial year.

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 2020 CPI for example is used to calculate the unitary fee for the 2021/22 financial year.

In 2019/20, Department had Commitment of R4 123 252 million

In 2020/21, Department have Commitment of R3 272 723 million

31. Provisions

	2020/21	2019/20
Note	R'000	R'000
Old DoE	-	181
ASIDI Retentions	149 301	168 815
Total	149 301	168 996

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

31.1 Reconciliation of movement in provisions – 2020/21

	OLD DoE	ASIDI RETENTIONS	Total provisions
	R'000	R'000	R'000
Opening balance	181	168 815	168 815
Increase in provision		20 046	20 046
Settlement of provision	(181)	(39 560)	(39 560)
Closing balance	0	149 301	149 301

Reconciliation of movement in provisions – 2019/20

	OLD DoE	ASIDI RETENTIONS	Total provisions
	R'000	R'000	R'000
Opening balance	181	179 061	179 242
Increase in provision		12 380	12 380
Settlement of provision		(22 626)	(22 626)
Closing balance	181	168 815	168 996

32. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	73 048		10 260	(2 079)	81 229
Transport assets	4 215	-	-	-	4 215
Computer equipment	54 875	-	8 764	(2 071)	61 568
Furniture and office equipment	6 405	-	197	-	6 602
Other machinery and equipment	7 553	-	1 299	(8)	8 844
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	73 048	-	10 260	(2 079)	81 229

32.1 Additions

ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	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	10 230	-	-	30	10 260
Computer equipment	8 734	-	-	30	8 764
Furniture and office equipment	197	-	-	-	197
Other machinery and equipment	1 299	-	-	-	1 299
TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS	10 230	-	-	30	10 260

32.2 DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Sold for cash	Non-cash disposal	Total disposals	Cash Received Actual
	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	(1 909)	(170)	(2 079)	-
Computer equipment	(1 909)	(162)	(2 071)	-
Other machinery and equipment		(8)	(8)	
TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS	(1 909)	(170)	(2 079)	-

32.3 Movement for 2019/20

MOVEMENT IN TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Opening balance	Prior period error	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

32.4 Minor assets

MOVEMENT IN MINOR ASSETS PER REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	213	7 400	7 613
Additions	-	255	255
Disposals	-	(119)	(119)
TOTAL MINOR ASSETS	213	7 536	7 749

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	37	3 921	3 958
Number of minor assets at cost	45	5 825	5 870
TOTAL NUMBER OF MINOR ASSETS	82	9 746	9 828

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	6 767	6 980
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

33. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	52 086	-	21 116	-	73 202
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	60	-	-	-	60
TOTAL INTANGIBLE CAPITAL ASSETS	52 146	-	21 116	-	73 262

33.1 Additions

ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Cash	Non-Cash	(Development 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	17 761	-	-	3 355	21 116
TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS	17 761	-	-	3 355	21 116

33.2 Movement for 2019/20

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Opening balance	Prior period error	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

34. Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	8 862 502	-	1 839 118	(162 854)	10 538 766
Non-residential buildings	6 828 914	-	1 406 725	-	8 235 639
Other fixed structures	2 033 588	-	432 393	(162 854)	2 303 127
HERITAGE ASSETS	3 600	-	-	-	3 600
Heritage assets	3 600	-	-	-	3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	8 866 102	-	1 839 118	(162 854)	10 542 366

DEPARTMENT OF BASIC EDUCATION VOTE 16
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended march 2021

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	72	644 939

34.1 Additions

ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	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	1 088 818	1 721 577	(1 023 664)	52 387	1 839 118
Non-residential buildings	697 175	1 335 626	(655 399)	29 323	1 406 725
Other fixed structures	391 643	385 951	(368 265)	23 064	432 393
TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS	1 088 818	1 721 577	(1 023 664)	52 387	1 839 118

34.2 Disposals

DISPOSALS OF IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Sold for cash	Non-cash disposal	Total disposals	Cash Received Actual
	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES		(162 854)	(162 854)	-
Other fixed structures		(162 854)	(162 854)	-
TOTAL DISPOSALS OF IMMOVABLE TANGIBLE CAPITAL ASSETS		(162 854)	(162 854)	-

34.3 Movement for 2019/20

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	7 583 286	(13 617)	1 292 833	-	8 862 502
Non-residential buildings	5 840 538	(4 480)	992 856	-	6 828 914
Other fixed structures	1 742 748	(9 137)	299 977	-	2 033 588
HERITAGE ASSETS	3 600		-	-	3 600
Heritage assets	3 600		-	-	3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	7 586 886	(13 617)	1 292 833	-	8 866 102

34.3.1 Prior period error

	Note	2019/20
		R'000
Nature of prior period error		
Relating to 2019/20		(13 617)
Misallocation between Assets and WIP		(13 617)
Total prior period errors		(13 617)

Misallocation between Assets and WIP, Asset reached PC's stages and only been identified in the reporting 2020/2021 as well Section 42 assets that were accepted in the last financial but reporting in this reporting period (Northern Cape and Western Cape)

34.4 Capital Work-in-progress

CAPITAL WORK-IN-PROGRESS AS AT 31 MARCH 2021

	Note	Opening balance 1 April 2020	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		2 306 049	1 012 542	1 738 202	1 580 389
TOTAL		2 306 049	1 012 542	1 738 202	1 580 389

	Number of projects		2020/21
	Planned, Construction not started	Planned, Construction started	Total R'000
Age analysis on ongoing projects			
0 to 1 Year		474	62 926
1 to 3 Years		173	898 400
3 to 5 Years		85	209 316
Longer than 5 Years		77	409 747
Total		809	1 580 389

	Note	2020/21	2019/20
		R'000	R'000
Accruals and payables not recognised relating to Capital WIP			
Capital Work-in-progress		69 455	79 656
Total		69 455	79 656

CAPITAL WORK-IN-PROGRESS AS AT 31 MARCH 2020

	Note	Opening balance	Prior period error	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing balance 31 MARCH 2020
	Annexure 5	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures		2 500 936	(39 135)	1 111 302	(1 267 054)	2 306 049
TOTAL		2 500 936	(39 135)	1 111 302	(1 267 054)	2 306 049

DEPARTMENT OF BASIC EDUCATION VOTE 16
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended march 2021

Age analysis on ongoing projects	Number of projects		2019/20
	Planned, Construction not started	Planned, Construction started	Total R'000
0 to 1 Year		311	42 804
1 to 3 Years		191	1 577 421
3 to 5 Years		83	459 031
Longer than 5 Years		80	226 793
Total		665	2 306 049

34.5 S42 Immovable assets

Assets subjected to transfer in terms of S42 of the PFMA – 2020/21

	Number of assets	Value of assets R'000
BUILDINGS AND OTHER FIXED STRUCTURES	62	49 365
Non-residential buildings	62	49 365
TOTAL	62	49 365

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

	2020/21 R'000	2019/20 R'000
Coega Development Corporation	22 144	18 627
Development Bank of Southern Africa	27 182	35 872
The Independent Development Trust	2 866	26 373
The Mvula Trust	58 110	24 439
Department of Roads, and Public Works EC	-	348
BKTM (DBE 61)	9 773	-
Total	120 075	105 659

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.

36. Prior period errors

36.1 Correction of prior period errors

Note	Amount before error correction 2019/20 R'000	Prior period error 2019/20 R'000	Restated Amount 2019/20 R'000
Expenditure:			
Immovable Capital Expenditure (Capital Assets Disposal)	8 876 119	(13 617)	8 862 502
Immovable Capital Expenditure (Capital WIP Project)	2 345 184	(39 135)	2 306 049
Net effect	11 221 303	(52 752)	11 168 551

Note	Amount before error correction 2019/20 R'000	Prior period error 2019/20 R'000	Restated Amount 2019/20 R'000
Assets:			
Contingent Assets	103 386	(1 554)	101 832
Accrued Departmental Revenue (Transaction in Financial Assets)	178	9 384	9 562
Accrued Departmental Revenue (Interest, dividend and rent)	7 625	6	7 631
Net effect	111 189	7 836	119 025

Note	Amount before error correction 2019/20 R'000	Prior period error 2019/20 R'000	Restated Amount 2019/20 R'000
Liabilities:			
Capital Commitment (Building and other fixed structure ASIDI)	1 785 452	61 547	1 846 999
Provision (ASIDI Capital Expenditure)	87 170	(87 170)	-
Provision (ASIDI Retention)	167 304	1 511	168 815
Accrual (ASIDI)	46 029	4 809	50 838
Payables not recognised (ASIDI)	117 993	(5 925)	112 068
Net effect	2 203 948	(25 228)	2 178 720

Note	Amount before error correction 2019/20 R'000	Prior period error 2019/20 R'000	Restated Amount 2019/20 R'000
Other:			
(Irregular expenditure Fruitless and wasteful expenditure)			
Fruitless expenditure	79 125	(179)	78 946
Inventory (School furniture and equipment)	8 067	(2 874)	5 193
Inventory (Kha Ri Gude)	5 699	(4 014)	1 685
Inventory (Second Chance)	1 352	(3 425)	4 777
Irregular Expenditure	2 703 693	(15 534)	2 688 159
Net effect	2 797 936	(19 176)	2 778 760

Contingent Assets:

A DBSA guarantee claim previously identified as not recoverable was reactivated when new circumstances arose that indicated possible recovery.

Capital Commitment:

Adjustment was due below factors:

- Adjustment was made to Projects managed by Mvula Trust (Batch 4 EC and LIM) for actual vs estimated usage of JoJo Tanks, VIPs and Wind Turbines
- Operational expenditure (IA Fees a) removed
- Claim recoverable was incorrectly deducted on commitment calculations
- Final Account value adjustments based on preliminary Final Accounts
- Provisional adjustment without sufficient proof removed
- Additions of Accruals on Final Accounts

Provision:

Removed due to alignment of MCS requirement.

Provisions (ASIDI Retention) were removed due to Final Account adjustments.

Accruals:

Additional accruals and payables were identified after completeness test by the department.

Fruitless Expenditure:

Adjustment of IA Fee calculation (on Fruitless Expenditure) of previous year.

Accrued Revenue:

Adjustment is on "Final Account", Amounts due to the employer were not previously included in Accrued revenue calculation.

Adjustments on accrued interest was a result of outstanding bank statements (Jan-March 2018) from IDT EC. Accrued interest was understated.

Inventory:

Adjustments was a result of correction on number of stock calculation done in previous financial year. During the stock count for 2020/21, discrepancies were identified on Kha Ri Gude Stock as it was overstated by R4.014m. Stock for Second Chance was understated by R3.425m.

Immovable Capital Assets:

Misallocation between Assets and WIP, Asset reached PC's stages and only been identified in the reporting 2020/2021 as well Section 42 assets that were accepted in the last financial but reporting in this reporting period (Northern Cape and Western Cape).

Irregular Expenditure:

Adjustment was made on Irregular expenditure after Department did completeness analysis on the Irregular Expenditure. There were transactions which were incorrectly added on the Irregular Expenditure register.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS*for the year ended march 2021***37. Inventories****37. Inventories for the year ended 31 MARCH 2021**

Inventories for the year ended 31 MARCH 2021	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	8 093	5 193	5 699	1 352	20 337
Add/(Less): Adjustments to prior year balances			(4 014)	3 425	(589)
Add: Additions/Purchases – Cash	751 549	15 933		1 482	768 964
(Less): Issues	(756 813)	(13 391)			(770 204)
Closing balance	2 829	7 735	1 685	6 259	18 508

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		(1 285)			(1 285)
Add: Additions/Purchases – Cash	714 363	8 637		1 352	724 352
(Less): Issues	(749 395)	(15 603)	(4 738)		(769 736)
Closing balance	8 093	5 193	5 699	1 352	20 337

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended march 2021

38. STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT				2019/20
	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	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	
Summary by province											
Eastern Cape	3 043 600	-	(344 858)	2 698 742	2 638 422	-	60 320	2 698 742	2 671 475	28 332	99%
Free State	1 348 140	-	(97 546)	1 250 594	1 200 044	-	50 550	1 250 594	1 296 137	12 837	104%
Gauteng	2 530 453	-	(241 497)	2 288 956	2 288 956	-	-	2 288 956	2 167 602	123 077	95%
Kwazulu-Natal	3 874 432	-	(103 745)	3 770 687	3 347 932	9 124	413 630	3 761 562	3 780 420	-	101%
Limpopo	2 733 278	-	(295 839)	2 437 439	2 437 439	-	-	2 437 439	2 337 528	151 767	96%
Mpumalanga	1 919 526	-	(273 892)	1 645 634	1 645 634	-	-	1 645 634	1 585 656	60 691	96%
Northern Cape	846 502	-	13 294	859 796	756 297	-	103 500	859 797	859 546	251	0%
North West	1 680 782	-	(207 209)	1 473 573	1 473 573	-	-	1 473 573	1 405 604	67 969	95%
Western Cape	1 587 566	-	(169 312)	1 418 254	1 410 275	7 979	-	1 410 275	1 384 909	26 197	98%
TOTAL	19 564 279	-	(1 720 604)	17 843 675	17 198 572	17 103	628 000	17 826 572	17 488 877	471 121	-
Summary by grant											
Mathematics, Science and Technology	400 862	-	(68 000)	332 862	332 862	-	-	332 862	347 081	21 005	104%
Education Infrastructure Grant	11 007 967	-	(1 593 000)	9 414 967	8 786 967	-	628 000	9 414 967	9 451 421	41 274	100%
HIV and AIDS (Life Skills Education) Grant	246 699	-	(59 604)	187 095	187 095	-	-	187 095	171 443	16 437	92%
National School Nutrition programme	7 665 887	-	-	7 665 887	7 665 887	-	-	7 665 887	7 301 571	374 050	95%
Learners with Profound Intellectual Disability Grant	242 864	-	-	242 864	225 761	17 103	-	225 761	217 361	18 355	96%
TOTAL	19 564 279	-	(1 720 604)	17 843 675	17 198 572	17 103	628 000	17 826 572	17 488 877	471 121	-

18 569 231

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended march 2021

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT				2019/20 Division of Revenue Act
	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 department	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	%	R'000
1. Mathematics, Science and Technology												
Eastern Cape	50 497	-	(16 936)	33 561	33 561	-	-	33 561	34 626	-	103%	49 434
Free State	37 337	-	(5 069)	32 268	32 268	-	-	32 268	25 107	7 161	78%	36 277
Gauteng	57 106	-	(9 452)	47 654	47 654	-	-	47 654	49 377	-	104%	56 042
Kwazulu-Natal	65 702	-	(5 069)	60 633	60 632	-	-	60 632	60 632	-	100%	64 638
Limpopo	46 860	-	(8 720)	38 140	38 140	-	-	38 140	69 863	-	183%	45 802
Mpumalanga	41 417	-	(5 069)	36 348	36 348	-	-	36 348	37 061	-	102%	40 354
Northern Cape	27 011	-	(6 724)	20 287	20 288	-	-	20 288	20 287	1	0%	25 948
North West	39 453	-	(5 892)	33 561	33 561	-	-	33 561	32 679	882	97%	38 391
Western Cape	35 479	-	(5 069)	30 410	30 410	-	-	30 410	17 449	12 961	57%	34 416
	400 862	-	(68 000)	332 862	332 862	-	-	332 862	347 081	21 005		391 302

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT				2019/20 Division of Revenue Act
	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 department	
	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	1 544 114	-	(317 079)	1 227 035	1 116 715	-	60 320	1 227 035	1 222 182	4 853	100%	1 713 427
Free State	840 429	-	(89 613)	750 816	700 266	-	50 550	750 816	808 411	-	108%	833 485
Gauteng	1 497 757	-	(223 137)	1 274 620	1 274 620	-	-	1 274 620	1 274 545	75	100%	1 290 376
Kwazulu-Natal	1 996 182	-	(83 588)	1 912 594	1 498 964	-	413 630	1 912 594	1 912 594	-	100%	2 287 162
Limpopo	1 256 364	-	(280 321)	976 043	976 043	-	-	976 043	996 176	-	102%	918 890
Mpumalanga	1 094 681	-	(263 992)	830 689	830 689	-	-	830 689	830 665	24	100%	1 045 127
Northern Cape	597 268	-	(21 431)	618 699	515 199	-	103 500	618 699	618 698	1	100%	639 817
North West	1 090 010	-	(197 260)	892 750	892 750	-	-	892 750	856 429	36 321	96%	676 863
Western Cape	1 091 162	-	(159 441)	931 721	931 721	-	-	931 721	931 721	-	100%	1 109 331
	11 007 967	-	(1 593 000)	9 414 967	8 786 967	-	628 000	9 414 967	9 451 421	41 274		10 514 478

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended march 2021

GRANT ALLOCATION				TRANSFER			SPENT				2019/20
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 department	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	-	(10 843)	34 035	34 035	-	-	34 035	27 196	6 839	80%	45 455
Free State	-	(2 864)	8 989	8 989	-	-	8 989	9 774	-	109%	14 148
Gauteng	-	(8 908)	27 961	27 961	-	-	27 961	26 352	1 609	94%	37 907
Kwazulu-Natal	-	(15 088)	47 362	47 362	-	-	47 362	47 362	-	100%	62 155
Limpopo	-	(6 798)	21 339	21 339	-	-	21 339	14 137	7 202	66%	29 124
Mpumalanga	-	(4 831)	15 163	15 163	-	-	15 163	14 387	776	95%	21 919
Northern Cape	-	(1 413)	4 436	4 436	-	-	4 436	4 436	-	100%	5 594
North West	-	(4 057)	12 734	12 734	-	-	12 734	12 723	11	100%	18 849
Western Cape	-	(4 802)	15 076	15 076	-	-	15 076	15 076	-	100%	21 800
246 699	-	(59 604)	187 095	187 095	-	-	187 095	171 443	16 437		256 951

NAME OF PROVINCE / GRANT

3. HIV and AIDS (Life Skills Education) grant

Eastern Cape

Free State

Gauteng

Kwazulu-Natal

Limpopo

Mpumalanga

Northern Cape

North West

Western Cape

GRANT ALLOCATION				TRANSFER			SPENT				2019/20
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 department	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	-	-	1 376 343	1 376 343	-	-	1 376 343	1 361 234	15 109	99%	1 278 635
Free State	-	-	431 851	431 851	-	-	431 851	428 209	3 642	99%	400 727
Gauteng	-	-	905 006	905 006	-	-	905 006	789 151	115 855	87%	849 075
Kwazulu-Natal	-	-	1 717 512	1 717 512	-	-	1 717 512	1 727 246	-	101%	1 621 291
Limpopo	-	-	1 369 485	1 369 485	-	-	1 369 485	1 231 100	138 385	90%	1 292 011
Mpumalanga	-	-	734 414	734 414	-	-	734 414	674 606	59 808	92%	687 691
Northern Cape	-	-	202 614	202 614	-	-	202 614	202 574	40	100%	189 224
North West	-	-	516 114	516 114	-	-	516 114	488 139	27 975	95%	481 859
Western Cape	-	-	412 548	412 548	-	-	412 548	399 312	13 236	97%	385 202
7 665 887	-	-	7 665 887	7 665 887	-	-	7 665 887	7 301 571	374 050		7 185 715

NAME OF PROVINCE / GRANT

4. National School Nutrition Programme grant

Eastern Cape

Free State

Gauteng

Kwazulu-Natal

Limpopo

Mpumalanga

Northern Cape

North West

Western Cape

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended march 2021

GRANT ALLOCATION				TRANSFER			SPENT				2019/20
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 department	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.Learners with Profound Intellectual Disability Grant											
Eastern Cape	-	-	27 768	27 768	-	-	27 768	26 237	1 531	94%	25 182
Free State	-	-	26 670	26 670	-	-	26 670	24 636	2 034	92%	25 369
Gauteng	-	-	33 715	33 715	-	-	33 715	28 177	5 538	84%	31 259
Kwazulu-Natal	-	-	32 586	23 462	9 124	-	23 462	32 586	-	139%	32 279
Limpopo	-	-	32 432	32 432	-	-	32 432	26 252	6 180	81%	26 839
Mpumalanga	-	-	29 020	29 020	-	-	29 020	28 937	83	100%	26 094
Northern Cape	-	-	13 760	13 760	-	-	13 760	13 551	209	98%	11 298
North West	-	-	18 414	18 414	-	-	18 414	15 634	2 780	85%	16 267
Western Cape	-	-	28 499	20 520	7 979	-	20 520	21 351	-	104%	26 198
242 864	-	-	242 864	225 761	17 103	-	225 761	217 361	18 355		220 785

The Department hereby certify that all transfers were deposited into the primary bank account of the provinces for the 2020/21 financial year. The over expenditure in respect of some conditional grants will be covered through the provincial allocations.

39. COVID-19 Response Expenditure

	Note	2020/21	2019/20
	Annexure 7	R'000	R'000
Goods and services		142 856	-
Expenditure for capital assets		316	-
Total		143 172	-

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended march 2021

ANNEXURE 1A: STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

	TRANSFER ALLOCATION			TRANSFER		2019/20
	Adjusted Appropriation	Roll Overs	Adjustments	Total Available	Actual Transfer	Final Appropriation
	R'000	R'000	R'000	R'000	R'000	R'000
DEPARTMENTAL AGENCY/ ACCOUNT						
Education Training and Development Practices-SETA	453	-	-	453	453	429
Umalusi	136 404	-	-	136 404	136 404	134 634
South African Council for Educators (SACE)	12 878	-	-	12 878	12 878	20 000
TOTAL	149 735	-	-	149 735	149 735	155 063

ANNEXURE 1B**STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS**

	TRANSFER ALLOCATION			EXPENDITURE		2019/20
	Adjusted Appropriation Act	Roll overs	Adjustments	Total Available	Actual Transfer	Final Appropriation
	R'000	R'000	R'000	R'000	R'000	R'000
FOREIGN GOVERNMENT/ INTERNATIONAL ORGANISATION						
Transfers						
Association for the development of Education in Africa (ADEA)	158	-	(3)	155	151	150
Guidance, Counselling and youth development centre for Africa: Malawi	196	-	(3)	193	-	186
United Nations educational, Scientific and Cultural organisations (UNESCO)	17 091	-	-	17 091	13 829	16 295
South and east Africa Consortium for Monitoring Educational Quality (SACMEQ)	3 671	-	(210)	3 461	-	3 480
TOTAL	21 116	-	(216)	20 900	13 980	20 111

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS*for the year ended march 2021***ANNEXURE 1C****STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS**

	TRANSFER ALLOCATION			EXPENDITURE		2019/20
	Adjusted Appropriation Act	Roll overs	Adjustments	Total Available	Actual Transfer	Final Appropriation
	R'000	R'000	R'000	R'000	R'000	R'000
NON-PROFIT INSTITUTIONS						
Transfers						
Childline South Africa	73	-	-	73	73	69
National education Collaboration	133 563	-	-	133 563	133 563	148 595
TOTAL	133 636	-	-	133 636	133 636	148 664

ANNEXURE 1D**STATEMENT OF TRANSFERS TO HOUSEHOLDS**

	TRANSFER ALLOCATION			EXPENDITURE		2019/20
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Final Appropriation
	R'000	R'000	R'000	R'000	R'000	R'000
HOUSEHOLDS						
Transfers						
Employee Social Benefit (Leave gratuity)	1 000	-	1 071	2 071	2 050	4 997
National Student Financial Aid Scheme	1 291 606	-	-	1 291 606	1 291 606	1 224 271
TOTAL	1 291 606	-	1 071	1 293 677	1 293 656	1 229 268

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS*for the year ended march 2021***ANNEXURE 1E****STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED**

		2020/21	2019/20
		R'000	R'000
NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP		
Received in kind			
Vodacom Foundation	National Senior Certificate Exams	-	987
MTN Foundation	National senior certificate exams	-	202
Road Accident Fund (RAF)	National Senior Certificate Exams	-	360
Avbob Foundation	National Senior Certificate Exams	-	55
Massmart	National Senior Certificate Exams	-	81
Kagiso Trust	National Senior Certificate Exams	-	67
Entsika	National Senior Certificate Exams	-	381
Anglo American	National Teacher Awards	-	50
Vodacom	National Teacher Awards	-	650
Massmart	National teacher Awards	-	78
Entsika	National teacher Awards	-	800
Avbob Foundation	National Teacher Awards	-	553
Via Africa	National teacher Awards	-	511
Kwathlano Shuttle and Chauffeur Services	National Education Excellence	-	40
Subtotal		-	4 815
TOTAL		-	4 815

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS*for the year ended march 2021***ANNEXURE 1F****STATEMENT OF AID ASSISTANCE RECEIVED**

NAME OF DONOR	PURPOSE	OPENING BALANCE R'000	REVENUE R'000	EXPENDITURE R'000	PAID BACK ON/ BY 31 MARCH R'000	CLOSING BALANCE R'000
Received in cash						
European Union Donor	Primary Education Sector Policy Support Programme	(4 846)				(4 846)
Technology Grade 7 – 9 Donor Project	Piloting of Coding and Robotics as a subject in 1000 schools for grade 7-9	-	-	(525)	-	(525)
United States Agency for International Development (USAID) Donor Project	To support the national Department of Basic Education to align and consolidate the Life Orientation Conditional Grant to better support the implementation mandates of the National Policy on HIV, Sexually Transmitted Infections (STIs) and Tuberculosis (TB) for learners, educators, school support staff and officials in all primary and secondary schools in the basic education sector	-	1 254	(823)		431
Rural Education Assistant Donor Project	To mobilise youth in the rural communities to participate in education initiatives	(20 083)	-	(20 178)		(40 261)
TOTAL		(24 929)	1 254	(21 526)	-	(45 201)

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS*for the year ended march 2021***ANNEXURE 2A****STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2021**

Nature of Liability	Opening Balance 1 April 2020	Liabilities incurred during the year	Liabilities paid/cancelled/ reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing Balance 31 March 2021
	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)	13 334	-	(200)		13 134
Fever Tree Consulting v Minister of Basic Education and Others	5 103	-	(5 103)		-
Tywaku v Minister of Basic Education	8 019	-	(1 184)		6 835
Konani v Minister of basic Education	47 772	4 498			52 270
Tintswalo Mercy Ngobeni vs Minister of Basic Education and Another	26 440	809			27 249
Mabasa RA vs Minister of Basic Education and another	12 600	-			12 600
Moloto Masete vs Minister of Basic education	800	-	(400)		400
Lebepe vs Minister of Basic Education	15 000	820			15 820
Baku Foto vs Minister of Basic Education	16 275	50			16 325
Maphule Mahudu and Others v Minister of Basic Education	7 269	1 218			8 487
Redbar Media v Minister of Basic Education	129	13			142
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
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	182			484
Nosipho Njondo v Minister of Basic Educations v Minister of Basic Education	31	-	(31)		-
Isaac Shabangu Publishers v Minister of Basic Education	2 143		(2 143)		-
Kgoro Sipho v Minister of Basic Education	2 800	-	(2 800)		-
CVB Trading v Minister of Basic Education	379	-	(379)		-
Prestige Academy vs Minister of Basic Education	1 449	-	(1 449)		-

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS*for the year ended march 2021*

Nature of Liability	Opening Balance	Liabilities incurred during the year	Liabilities paid/cancelled/reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing Balance 31 March 2021
	R'000	R'000	R'000	R'000	R'000
Hlengiwe Hycenth Kubheka vs Minister of Basic Education	92 553	-	(92 553)	-	-
Mario Kekana vs Minister of Basic education	250	-	(250)	-	-
Sholden Lukwe v Dr Blade Nzimande	878	-	(878)	-	-
Sakhile Peter vs Minister of Basic Education	800	-	-	-	800
Bessie Hlongwa v Minister of Basic Education		1 388			1 388
Kgotle v Minister of Basic Education		1 000			1 000
Andrew Mpoto Hlapane v Minister of Basic Education		200			200
Mokgaetji P Mashiane and Others v Minister of Basic Education and 03 others		2 657			2 657
Nevondo Ntsengisani Linah v Minister of Basic Education and others		800			800
Lindiwe Dhlamini v Minister of Basic Education		4 094			4 094
Nancy Malepe v Minister of Basic Education		2 200			2 200
Gertina De Klerk v Minister of Basic Education and Director General		4 786			4 786
Ronan Ferreira v Minister of Basic Education		9 234			9 234
BM Dlamini v Minister of Education		1 413			1 413
Yvonne Naidoo v Minister of Basic Education		6 838			6 838
Tyrees Pillay v Minister of Basic Education		743			743
Gloria Mabizela v Minister of Basic Education		201			201
Faranani Housing Projects vs Minister of Public Works and others		954			954
Haleigh Louise Botha v Minister of Health and others		3 033			3 033
Lidwala Consulting Engineers vs Asivhanga Tshibubudze NO and others		7 747			7 747
Dana Brown v Minister of Basic Education		3 109			3 109
Subtotal	266 926	57 987	(107 370)	-	217 543
Other					
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

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS*for the year ended march 2021*

Nature of Liability	Opening Balance	Liabilities incurred during the year	Liabilities paid/cancelled/ reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing Balance
	1 April 2020				31 March 2021
	R'000	R'000	R'000	R'000	R'000
Makhatini Projects vs DBSA (DBE)	13 734	-	-	-	13 734
Zithole Construction vs Mvula Trust (DBE)	-	2 121	-	-	2 121
RICTS vs DBE		19 546			19 546
Subtotal	30 832	21 667	-	-	52 499
TOTAL	297 758	79 654	(107 370)	-	270 042

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS*for the year ended march 2021***ANNEXURE 3****CLAIMS RECOVERABLE**

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2020/21 *	
	31/03/2021 R'000	31/03/2020 R'000	31/03/2021 R'000	31/03/2020 R'000	31/03/2021 R'000	31/03/2020 R'000	Receipt date up to six (6) working days after year end	Amount R'000
Departments								
National Department of Higher Education and Training	-	-	1 760	765	1 760	765	2021/04/07	20
National Department of Education (Former)	-	-	-	181	-	181		
National Department of Justice	-	-	757	3 427	757	3 427		
National Department of Public Works	-	-	138	138	138	138		
Kwa-Zulu Natal Department of Education	-	-	-	1	-	1		
Limpopo Department of Education	-	-	1 939	1 939	1 939	1 939		
Western Cape Department of Education	-	-	-	33	-	33		
Eastern Cape Department of Education	-	-	215	215	215	215		
	-	-	4 809	6 699	4 809	6 699		20
Other Government Entities								
South African Revenue Services	-	-	46	-	46	-		
	-	-	46	-	46	-		-

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended march 2021

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2020/21 *	
	31/03/2021	31/03/2020	31/03/2021	31/03/2020	31/03/2021	31/03/2020	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	-	-	7 742	7 742	7 742	7 742		
Drake and Schull	-	-	4	2	4	2		
Eskom (incorrect VAT claim)	-	-	36	36	36	36		
Coega Development Corporation KZN	-	-	1	1	1	1		
Independent Development Trust EC Structure	-	-	77	77	77	77		
Independent Development Trust EC Structure (Act)	-	-	-	999	-	999		
Independent Development Trust FS	-	-	1	1	1	1		
Independent Development Trust EC NDPW	-	-	43	-	43	-		
Independent Development Trust KZN	-	-	180	180	180	180		
Independent Development Trust Limpopo (Batch I)	-	-	1 069	1 069	1 069	1 069		
Independent Development Trust Limpopo (Batch II)	-	-	685	685	685	685		
Public Works EC	-	-	925	703	925	703		
Taste of Africa	-	-	13	6	13	6		
Nexus	-	-	5	5	5	5		
Tsebo	-	-	8	1	8	1		
SACMEQ	-	-	2 886	-	2 886	-	2021/04/01	2 886
SAB&T	-	-	1	1	1	1		
Sunrise Boulevard Trading (Incorrect VAT claim)	-	-	2	-	2	-		
Ekhaya IT and General Agency	-	-	36	53	36	53		
	-	-	13 714	11 561	13 714	11 561		2 886
TOTAL	-	-	18 569	18 260	18 569	18 260		2 906

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS*for the year ended march 2021***ANNEXURE 4****INVENTORIES****Inventories for the year ended 31 MARCH 2021**

	Workbooks R'000	School Furniture and Equipment R'000	Kha Ri Gude R'000	Second Chance Matric Programme R'000	TOTAL R'000
Opening balance	8 093	5 193	5 699	1 352	20 337
Add/(Less): Adjustments to prior year balances			(4 014)	3 425	(589)
Add: Additions/Purchases – Cash	751 549	15 933		1 482	768 964
Add: Additions - Non-cash					
(Less): Disposals					
(Less): Issues	(756 813)	(13 391)			(770 204)
Add/(Less): Received current, not paid					
(Paid current year, received prior year)					
Add/(Less): Adjustments					
Closing balance	2 829	7 735	1 685	6 259	18 508

Inventories for the year ended 31 MARCH 2020

	Workbooks R'000	School Furniture and Equipment R'000	Kha Ri Gude R'000	Second Chance Matric Programme R'000	TOTAL R'000
Opening balance	43 125	13 444	10 437	-	67 006
Add/(Less): Adjustments to prior year balances		(1 285)			(1 285)
Add: Additions/Purchases – Cash	714 363	8 637		1 352	724 352
Add: Additions - Non-cash					
(Less): Disposals					
(Less): Issues	(749 395)	(15 603)	(4 738)		(769 736)
Add/(Less): Received current, not paid					
(Paid current year, received prior year)					
Add/(Less): Adjustments					
Closing balance	8 093	5 193	5 699	1 352	20 337

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS*for the year ended march 2021***ANNEXURE 5****MOVEMENT IN CAPITAL WORK IN PROGRESS****MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2021**

	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
STRUCTURES	2 345 184	(39 135)	1 012 542	(1 738 202)	1 580 389
Non-residential buildings	860 684	-	644 278	(1 345 231)	159 731
Other fixed structures	1 484 500	(39 135)	368 264	(392 971)	1 420 658
TOTAL	2 345 184	(39 135)	1 012 542	(1 738 202)	1 580 389

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2020

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

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS*for the year ended march 2021***ANNEXURE 6A****INTER-ENTITY ADVANCES PAID (note 12)**

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2021	31/03/2020	31/03/2021	31/03/2020	31/03/2021	31/03/2020
	R'000	R'000	R'000	R'000	R'000	R'000
NATIONAL DEPARTMENTS						
Department of International Relations and Co-operation	-	-	-	394	-	394
Subtotal	-	-	-	394	-	394
PROVINCIAL DEPARTMENTS						
Department of Roads and Public Works EC	-	-	1 403	1 867	1 403	1 867
Subtotal	-	-	1 403	1 867	1 403	1 867
OTHER ENTITIES						
Adopt A School KZN	-	-	-	258	-	258
Coega Development Corporation EC	37 889	2 695			37 889	2 695
Coega Development Corporation KZN	-	-	3 289	2 618	3 289	2 618
DBSA	-	-	129 881	-	129 881	-
DBSA (SAFE Projects)	-	-	105 781	65 169	105 781	65 169
Independent Development Trust EC STRUCTURE (Batch I)	2 190	2 191			2 190	2 191
Independent Development Trust EC STRUCTURE ACT (Batch II)	18 925	8 285			18 925	8 285
Independent Development Trust EC Water and Sanitation	3 059	8 305			3 059	8 305
Independent Development Trust EC (NDPW)	7 328	39 419			7 328	39 419
Independent Development Trust Free State	1 813	1 813			1 813	1 813
Independent Development Trust – KZN	-	-	204	204	204	204
Independent Development Trust LIMPOPO (Batch I)	2 049	2 049			2 049	2 049
Mhlathuze Water KZN	205	205			205	205
NECT SAFE			105 036		105 036	-
RAND WATER			222 273		222 273	-
Subtotal	73 458	64 962	566 464	68 249	639 922	133 211
TOTAL	73 458	64 962	567 867	70 510	641 325	135 472

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS*for the year ended march 2021***ANNEXURE 6B****INTER-ENTITY ADVANCES RECEIVED (note 16)**

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2021	31/03/2020	31/03/2021	31/03/2020	31/03/2021	31/03/2020
	R'000	R'000	R'000	R'000	R'000	R'000
NATIONAL DEPARTMENT						
Current						
Department of Justice (TRC)			1 297	-	1 297	-
Subtotal			1 297	-	1 297	-
United Nations Educational, Scientific and Cultural Organisation (UNESCO)						
DBSA	-	-	306	382	306	382
Independent Development Trust (Limpopo Batch I)		1 198	-	-	-	1 198
Subtotal	33	32	-	-	33	32
TOTAL	33	1 230	306	382	339	1 612
Current	33	1 230	1 603	382	1 636	1 612

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS*for the year ended march 2021***ANNEXURE 7****COVID-19 RESPONSE EXPENDITURE****Per quarter and in total****Expenditure per economic classification****Compensation of employees****Goods and services***Advertisement**Administrative fees**Inventory**Consumables**Operating payments**Property Payments**Rental and Hiring**Consultants**Communications**Computer Services**Catering***Expenditure for capital assets***Machinery and Equipment**Buildings and other fixed structure***TOTAL COVID-19 RESPONSE EXPENDITURE**

	2020/21				2019/20	
	Q1	Q2	Q3	Q4	Total	Total
	R'000	R'000	R'000	R'000	R'000	R'000
-	46 032	77 566	19 258	142 856	-	-
-	2 340	-	-	2 340	-	-
-	26	-	-	26	-	-
-	41 968	301	-	42 269	-	-
-	378	610	32	1 020	-	-
-	-	21	-	21	-	-
-	4	5	-	9	-	-
-	-	65 792	15 809	81 601	-	-
-	457	10 837	2 991	14 285	-	-
-	463	-	-	463	-	-
-	15	-	-	15	-	-
-	381	-	426	807	-	-
-	151	165	-	316	-	-
-	151	-	-	151	-	-
-	-	165	-	165	-	-
-	46 183	77 731	19 258	143 172	-	-

*Goods and Services:**Department paid rental of mobile toilets for school to be opened during lockdown period for schools which urgently needed basic services facilitation.**Expenditure for Capital assets:**Department procured temperature measuring and analysis equipment.*



222 Struben Street

Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 Fax: 012 323 0601

ISBN: 978-1-4315-3437-1

Department of Basic Education

Website:

www.education.gov.za

Facebook:

www.facebook.com/BasicEd

Twitter:

www.twitter.com/dbe_sa